DEUTSCH

Middlebury College

1991-92

The German School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, ext. 5528

Summer 1991

Seven-Week Program
June 28 - August 16
Total: $3,550
(Tuition $2,310; Board $880; Room $360)

Six-Week Graduate Session
July 1 - August 16
Total: $3,465
(Tuition $2,310; Board $820; Room $335)

Academic Year 1991-92

School in Germany
Junior and Graduate Programs

Tuition: Full year - $7,600; Semester - $3,900

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Vorwort

Liebe Freunde der Deutschen Schule!

Es ist wieder soweit. Kaum haben wir den diesjährigen Sommer hinter uns gebracht, heißt es, das Programm für den nächsten Sommer festzulegen. Es ist nicht zu früh, über die Gestaltung dieses Sommers nachzudenken. So verlockend exotische Urlaubsangebote auch sein mögen, viele von Ihnen, die diesen Katalog in Händen halten, werden wahrscheinlich eine berufliche Fortbildung oder ein Zusatzstudium eher in Erwägung ziehen. In dem Fall lohnt es sich durchaus weiterzulesen. Ich bin überzeugt, daß Ihnen bei dem vielfältigen Lehrangebot einige Kurse oder Seminare zusagen werden. Um Ihnen die Entscheidung etwas zu erleichtern, den Sommer bei uns in Middlebury zu verbringen, stehen auch in diesem Jahr wieder eine Reihe von Teil- und Vollstipendien zur Verfügung.

Der Sommer 1991 ist der erste Sommer nach der Wiedervereinigung der beiden deutschen Staaten. Kein Wunder, daß im Ausland das Interesse an der politischen, wirtschaftlichen und kulturellen Entwicklung dieses vereinten Deutschlands schlagartig zugenommen hat. Im Zuge der seit zwei Jahren laufenden langfristigen Umstrukturierung und inhaltlichen Neuorientierung unseres Programms soll nun auch dieser Tatsache Rechnung getragen werden. Im Sieben-Wochen-Programm wird die landeskundliche Thematik in den einzelnen Kursen intesiviert und erweitert werden. Im Sechs-Wochen-Programm kommen wir unserem Ziel, neben dem Magister in Literatur nun auch einen Magister in German Studies (mit landeskundlichem Schwerpunkt) anzubieten, durch ein erweitertes Kursangebot einen Schritt näher.

Wir hoffen, daß die zum ersten Mal unter dem Oberbegriff *German Studies* angebotenen Kurse über die historischen Einheitsvorstellungen der Deutschen, über das Lied und die deutsche Oper, sowie über das deutsche Kabarett, auf Ihr Interesse stoßen.

Es ist mir eine besondere Freude, in diesem Sommer wieder den Schweizer Schriftsteller Peter Bichsel in unserer Fakultät zu begrüßen. Herr Bichsel hat sich bereit erklärt, neben seinem eigenen Kurs über experimentelles Schreiben allen Studenten des Sechs- und Sieben-Wochen-Programms durch mehrere Besuche in anderen Kursen und informelle Gesprächsrunden, sowie durch Lesungen aus dem eigenen Werk zur Verfügung zu stehen.

Das Sieben-Wochen-Programm wird in diesem Sommer unter der Koordination von Karl Obrath stehen. Die erfolgreiche Struktur des Vorjahres wird beibehalten, wobei allerdings das Kursangebot des dritten Jahres der neuesten Entwicklung in Deutschland angepaßt wird.

Im Sechs-Wochen-Programm haben wir wieder den Versuch unternommen, in der Themengestaltung des Lehrangebots Schwerpunkte zu setzen, die sowohl eine größere Ausgewogenheit als auch die Interessen der Studenten reflektieren. Die beiden Lehrveranstaltungen über österreichische Literatur dienen als Übersichtskurse, während das Büchner-Kleist-Seminar als Autorenkurs auf dem Programm steht. Der Kurs über das Fragment als literarische Form sowie der Kurs über die Darstellung von Stadtlandschaften runden das Bild ab.

Die musikalische Programmgestaltung liegt wieder in den Händen von Brenda Smith, die wie schon im Vorjahr eine Minivortragsreihe über musikgeschichtliche Themen anbieten wird.

In diesem Jahr wird das Theaterworkshop in den Kabarettkurs integriert, d.h., Studenten, die nur bei der Aufführung kabarettistischer Szenen mitwirken wollen, können das ohne weiteres tun. Das Workshop steht unter der Leitung von Dr. Wedel. Interessierte Studenten aus dem Sieben- und Sechs-Wochen-Programm werden ausdrücklich ermutigt, an dem Workshop teilzunehmen.

Die Durchführung der einzelnen Programmteile, die ich beschrieben habe, wäre nicht denkbar ohne den engagierten und ideenreichen Einsatz der gesamten Fakultät. Den Kolleginnen und Kollegen, die schon zum wiederholten Male ihre Arbeitskraft und ihren Sommer unserem Programm zur Verfügung stellen, gilt an dieser Stelle mein ganz besonderer Dank. Darüber hinaus dürfen wir in diesem Jahr erstmals Peter Borowsky und Hans Liermann begrüßen, die aus Hamburg zu uns kommen.

Manfred Brauneck, Alfred Doppler und Peter Borowsky werden in diesem Jahr unsere drei Kade-Professuren besetzen.

Wir hoffen, daß Ihnen unser akademisches Programm Anreiz genug bietet, den kommenden Sommer in Middlebury zu verbringen. Für den nötigen Ausgleich ist gesorgt: Sportanlagen, musikalische Veranstaltungen mit hervorragenden Solisten, mehrere Filmserien in verschiedenen Sprachen und viel Gelegenheit zum persönlichen Gespräch stehen Ihnen zur Verfügung.

Zum Schluß möchte ich ganz herzlich Jochen Richter danken, der sich freundlicherweise bereit erklärt hat, im Sommer 1991 die Leitung der Deutschen Schule in meiner Abwesenheit zu übernehmen. Seine "Middlebury-Erfahrung", die meine um mehr als ein Jahrzehnt übersteigt, garantiert einen reibungslosen und erfolgreichen Ablauf des Sommers.

Middlebury, im Oktober 1990

Konrad Kenkel

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of languages from beginning to graduate levels. The French and Spanish Schools opened in 1916 and 1917, the Italian School in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. In 1949, Middlebury initiated its schools in Europe with the first session of the Middlebury College School in France in cooperation with the University of Paris. In 1951 a similar program in Madrid opened, after which Middlebury established schools in Mainz (1959), Florence (1960), and Moscow (1977). Each of the schools abroad offers both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

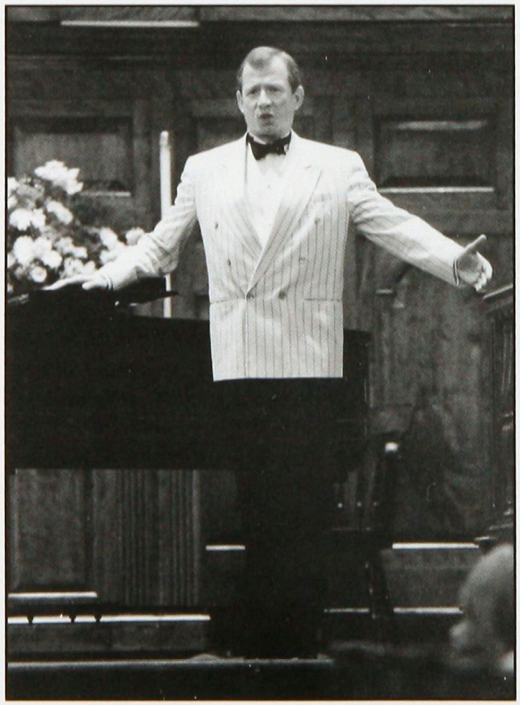
The Language Schools are dedicated to the premise that without real competence in the language there can be no true cultural understanding,

and that to be effective, language teaching must provide meaningful insight into the foreign culture. All instruction is intensive and all courses are taught in the foreign language. A "total immersion" experience in dormitories, at meals, and through extracurricular activities enhances student proficiency. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music, and theater are an integral part of the program.

The Language Schools offer programs to answer the needs of various audiences:

- *Those who wish to earn an advanced degree in a foreign language or in a combination of a foreign language and English;*
- *Undergraduate and graduate students who wish to enrich their program of studies at Middlebury or abroad and transfer the credits to their home institutions;*
- *Students, teachers and other professionals who wish to improve or refresh their foreign language skills or acquire proficiency in a new language necessary for their careers;*
- *Teachers who wish to apply new technologies and methodologies in their foreign language classes.*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art



A concert by baritone Will Parker was one of the highlights of the Language Schools' seventy-fifth anniversary celebration.

technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College thus in fact is an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students make a formal commitment to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of one's commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals

in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, and the Music Library with over 10,000 recordings. The Freeman Language Laboratory has individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

Curriculum

In German, graduate and undergraduate courses are offered during the summer on the Vermont campus, and during the academic year, graduate and junior year study is offered at the Middlebury School in Mainz. All programs of study emphasize both the development of language skills and the understanding of German culture. Classes from beginning courses through the doctoral level are taught in German, and all summer programs are *intensive*.

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous exposure to the language.

A summer at the Language Schools is an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill, and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous

and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

Intensive language programs in Arabic, Chinese, French, Italian, Japanese, Russian and Spanish, and graduate programs and opportunities for study abroad in French, Italian, Russian and Spanish are described in the bulletins of the respective schools.

Graduate Degrees

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

The M.A. degree in German requires twelve courses to be taken over a series of summers on the Vermont campus or in a combination of a summer in Vermont and an academic year in Mainz. It is designed as a broadly-based program of study in itself, rather than as the first stage of a doctoral program.

Degree Requirements: Students who wish to complete the M.A. degree over a series of summers on the Middlebury campus must take the following seven courses: *Advanced Language Practice; Introduction to Literary Scholarship;* two linguistics courses; one course in area studies, including *Landeskunde,* economics, history, or sociology; one course in methodology, including *Methods of Teaching German as a Foreign Language, Methods of Teaching Literature,* or *Methods of Teaching "Landeskunde;"* and one proseminar in literature.

The remaining five courses may be concentrated in one or two areas: literature, linguistics, or civilization; one of these must be a seminar which may be taken as soon as the second summer, and should be taken no later than the third. *Introduction to Literary Scholarship* is a prerequisite for admission to a seminar. Students normally take a proseminar and a seminar in that sequence.

The director or dean may waive *Advanced Language Practice* on the basis of demonstrated proficiency to allow a student to take another course.

Students planning to complete the M.A. through the program in Mainz must take *Introduction*

to Literary Scholarship, a proseminar or seminar, and a third course during the required preliminary summer in Vermont. It is strongly recommended that the third course be a survey course in literature, history, or philosophy.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish), or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The Director of the Language Schools administers and supervises the M.M.L. in close consultation with the directors of the individual schools involved in a student's program. Address inquiries to the Director of the Language Schools at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A masters degree in German is a prerequisite for entrance to the D.M.L. program with German as the first language. Degree requirements include: a qualifying paper; eight upper-level graduate courses in German; two graduate courses in a second language (French, Italian, Russian or Spanish); comprehensive examinations in both languages; one year's residency in Germany; proof of successful teaching experience; a dissertation and its oral defense.

All new students must complete a summer of application on the Vermont campus. During this summer they enroll for credit in two advanced graduate courses in German and audit a third course which provides the context for the qualifying paper. The instructor of the audited third course serves as the director of this paper, which must be completed within the six weeks of the graduate session. Inquiries about the D.M.L. program should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Academic Policies

Credits

Credit is defined in terms of *units*. A unit is equivalent to three semester hours. Levels 100 through 400 normally yield a total of three units (nine semester hours) of credit. A full six-week graduate program consists of three graduate courses for a total of three units (nine semester hours) of credit.

Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for a summer's work at Middlebury. *The Middlebury College Language Schools do not calculate grade point average or class rank; all credits expire after ten years*

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken **after** successful completion of the initial summer and formal admission to degree candidacy may be transferred, i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

Two-week graduate seminars may be offered during some summer sessions. Please note that only a total of two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. These units may not be applied toward the M.M.L. or the D.M.L. degrees.

All transfer credits must have been obtained at the graduate level at an accredited college or university offering graduate credit towards an advanced degree, and prior apporval of the director or dean is required. The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation, and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury M.M.L. or D.M.L. degree.

All transfer credit courses must be completed by May 31 of the year of graduation for August degree candidates and by January 10 for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Auditing

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the director of the school. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $815 (tuition $465; room and board $350).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer sessions and the graduate academic year programs abroad. Aid for the summer is in the form of grant and/or work. Loans may also be available to students enrolled in a Middlebury College degree program. Aid for the academic year abroad is in the form of grant and loan. (Please note:Financial aid for study abroad is not available to undergraduates from other institutions. Consult the financial aid office at your home institution.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid Application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are

not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you should also complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited, so you should send a COMPLETE application to the office of Financial Aid as soon as possible after January 1 to insure the best possible chance of receiving aid. A complete application includes all relevant documents as listed on the checklist on the first page of the Language Schools Financial Aid application. We will begin reviewing your application for completeness upon receipt of the first document you send. Aid decisions for students going abroad are made at the same time as those for students in the summer session; we will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

The only cost for the academic year which is payable to Middlebury College is tuition. However, due to federal regulations which require enrollment verification prior to disbursement of federal funds, in cases where financial aid exceeds tuition NO financial aid will be refunded until you are already abroad. Therefore, you must plan ahead to have money to cover travel, books, and the first month of living expenses abroad. Those students receiving financial aid to go abroad will have a chance during the summer to make individual appointments in the Office of Financial Aid to discuss the logistics of the academic year aid package in detail.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a language schhol application, call the language school to which you are applying.

Scholarships

A scholarship fund has been established in memory of Werner Neuse, former director of the German School. Candidates for financial aid need not apply for a specific scholarship. All applicants will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

Fees

A non-refundable fee of $35 must accompany each new student's application. Upon acceptance, all stu-

dents are required to pay a $175 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1991 of their decision to cancel their enrollment. Other refunds are subject to the schedule as stated in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Students may apply for admission for a single summer at any level, for the junior-year program abroad, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Mainz. They may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by students' performance on tests administered before the start of classes. By applying for admission, students indicate willingness to accept the placement deemed proper by the school.

Applications are processed until the start of the program in June, but as the school may be fully subscribed by mid-April, early application is desirable.

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

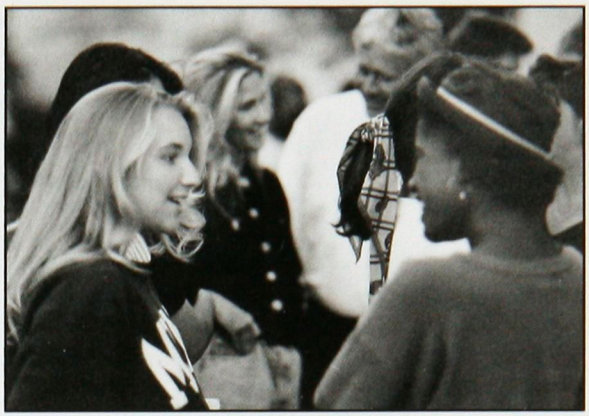
Faculty and Staff

Acting Director: JOCHEN RICHTER, Professor of Modern Languages and Chairperson, Modern Languages Division, Allegheny College. Ph.D., Syracuse University.

Dean: THOMAS HUBER, Professor of German, Middlebury College. Ph.D., Princeton University.

Faculty

REINHARD ANDRESS. Assistant Professor of German, Alfred University. Ph.D., University of Illinois.



PETER BICHSEL. Author, Solothurn, Switzerland.

PETER BOROWSKY. Professor of History, Universität Hamburg. Dr. phil., Universität Hamburg.

MANFRED BRAUNECK. Professor of German, Universität Hamburg. Dr. phil., Universität München.

ROBERT DIDONATO. Associate Professor of German, Miami University. Ph.D., University of Wisconsin.

ALFRED DOPPLER. Professor of Austrian Literature, Universität Innsbruck. Dr. phil., Universität Graz.

SILKE VON DER EMDE. Indiana University.

CLAUS ENSBERG. 1. und 2. Staatsexamen, Universität Passau.

ALBRECHT GREULE. Professor of German, Universität Mainz. Dr. phil., Universität Freiburg.

MARGARET HAMPTON. Professor of German, Earlham College. Ph.D., Case Western Reserve University.

KARL-HEINZ HARTMANN. Dozent, Freie Universität Berlin. Dr. phil., Freie Universität Berlin.

HANS LIERMANN. 1. und 2. Staatsexamen, Universität Hamburg.

GUNHILD LISCHKE. Lecturer of German, Cornell University. 1. und 2. Staatsexamen, Universität Hamburg.

ERNA NEUSE. University Professor II of German, Rutgers University. Dr. phil., Universität Wien.

KARL OBRATH. Associate Professor of German and Director of Undergraduate Studies, University of Cincinnati. Ph.D., University of Cincinnati.

BRENDA SMITH. Senior Artist Faculty in Voice, Dickinson College. M.M., Westminster Choir College, Princeton (NJ). Coordinator of Musical Activities.

MATHIAS WEDEL. Director of the Potsdam Cabaret "Am Obelisk". Dr. phil., Akademie für Gesellschaftswissenschaften Berlin.

GABRIELA WETTBERG. Lecturer in German, Dartmouth College. Ph.D., Rutgers University.

CHRISTOPHER WICKHAM. Associate Professor of German, University of Illinois (Chicago). Ph.D., University of Wisconsin.

Note: Other faculty may be appointed later.

Assistants

Trudi S. Eberle
Gisela Fields
Bonnie Haun
Marianna McKim

Administrative Staff

INGRID PIXLEY. Bilingual Secretary.
MICHELLE GRABER. Bilingual Assistant.

Course Offerings

Courses numbered 101 - 402 are offered in the seven-week session; other 400-level and graduate courses are offered in the six-week session.

The courses listed below are in two general categories. Courses numbered 501-699 are part of the *Grundstudium* and include the basic courses in language, literary analysis, civilization, and pedagogy; courses in the range 700-899 are in the *Aufbaustudium*.

Intensive Language Courses

Courses marked + are in the seven-week program.

First Year - 100 Level

101-102-103 Elementary German +
Lischke (coordinator); von der Emde, Hampton, NN.
Daily activities include four hours of classroom instruction, plus additional work in the language laboratory. Emphasis will be placed on the grammatical structures of German as well as on conversation and correct pronunciation. Reading comprehension skills are introduced through primary texts, including literature. Throughout the program audio-visual presentations supplement regular classroom activities.

Required Texts: Möller/Liedloff, *Deutsch Heute*, 4th ed. (Houghton Mifflin); Vail/Sparks, *Der Weg zum Lesen*, 3rd ed. (Harcourt Brace Jovanovich). Other materials will be made available.

Second Year - 200 Level

Note: All students who want to be placed in *Intermediate German* (200-level) are required to take an analytical placement test involving all language skills.

201-202-203 Intermediate German +
Obrath (coordinator); Andress, Ensberg.
Daily activities normally include four hours of classroom instruction. Students take three basic courses: Grammar, Composition-Conversation, and German Studies, plus one literature-module per each half of the term. Modules include: *Grammar in a Literary Context; Literature and Video; Selection of Short Stories; Science and Humanity I and II; Justice and Literature.*

Required Texts: Vail/Sparks, *German in Review*, 3rd. ed. (Harcourt Brace Jovanovich, Inc.); Wulf Koepke, *Die Deutschen-Vergangenheit und Gegenwart*, 3rd ed. (Holt); Sevin/Sevin, *Zur Diskussion*, 3rd ed. (Holt). Texts for modules to be announced.

Advanced German Courses

Third Year - 300 Level

Note: All students who want to be placed at this level are required to take an analytical placement test, involving all language skills. On the basis of the test results, students will be advised in their course selection.

301-303 Advanced German +
Wickham (coordinator), Borowsky, Hartmann.
All students register for GN 301. This 3-credit course will meet for 2 hours per day, analyzing advanced

grammatical structures of German as well as providing intensive written and oral language practice. Students will make extensive use of audio and video materials and of primary texts.

Students will take two additional 3-credit courses for a total of 9 semester hours of credit.

GN 301 Advanced Grammar (Wickham)
GN 302 Modern German Literature (Hartmann)
GN 303 *Landeskunde* (Borowsky)

Students are encouraged to take the examination *Zertifikat Deutsch als Fremdsprache*, administered through the Goethe-Institute in Boston, for a small additional charge.

Fourth Year - 400 Level

Note: All students who want to be placed at this level are required to take an "*Übungssatz*" of the *Zentrale Mittelstufenprüfung*. They will also be given an oral interview based on the *ACTFL Proficiency Guidelines* at the beginning and at the end of the program.

401-410-444 Advanced German +

401 Experiments in Writing (Bichsel)
411/611 Expository Writing in Literary Analysis (Huber)
See 611 for description, texts, and hour.
437/637 Die Entstehung des deutschen Liedes und der deutschen Oper (Liermann)
See 637 for description, texts, and hour.
455/655 Österreichische Dramatiker des 19. und 20. Jahrhunderts (Doppler)
See 655 for description, texts, and hour.

Graduate Courses

A normal load is three courses per summer, to be selected in consultation with the director or dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency. All new students are required to take the sets of placement tests designed for the six week program.

Sprachanwendung und Textanalyse

GN 601 Grammatik und Stilistik im mündlichen und schriftlichen Sprachgebrauch

8:00 (Sektion A) Wettberg
10:00 (Sektion B) Wettberg

Dieser Kurs ist als Werkstatt konzipiert, in seinem Rahmen sollen intensive schriftliche und mündliche Übungen stattfinden. Besonderer Schwerpunkt ist die Arbeit mit den individuellen Teilnehmern.

Required Texts: A. und J. Buscha, *Deutsches Übungsbuch* (Leipzig: Verlag Enzyklopädie); G. Wahrig, *Deutsches Wörterbuch* (dtv). Teilnehmer sollen ihre Nachschlage-Grammatik mitbringen. Weiteres Material wird zur Verfügung gestellt.

Linguistik

GN 631 Etymologie der deutschen Sprache

(25. Juli - 15. August) 1:30-3:30 Greule

Die Arbeit im Kurs beruht auf den nachstehenden Werken, es wird den Teilnehmen dringend empfohlen sich mit ihnen, wenn auch auszugsweise, vor dem Beginn des Kurses vertraut zu machen. Die Werke sind in der Starr-Library in Middlebury reserviert:

Required Texts: Elmar Seebold, *Etymologie* (München: C.H. Beck, 1981; Helmut Birkhan, *Etymologie des Deutschen* (Germanistische Lehrbuchsammlung 15); Friedrich Kluge, *Etymologisches Wörterbuch der deutschen Sprache* (22 Berlin: de Gruyter, 1989); Günter Drosdowski, Hrsg., Duden-*Etymologie* (Mannheim: Bibliografisches Institut, 1989); Wolfgang Pfeifer et al., *Etymologisches Wörterbuch des Deutschen*, 3 Bände (Berlin: 1989); C.J. Wells, *Deutsch: eine Sprachgeschichte* (Tübingen: Niemeyer, 1990); Ernst Schwarz, *Kurze deutsche Wortgeschichte* (Darmstadt: WB, 1967).

German Studies - Landeskunde

GN 636 Idee und Wirklichkeit der deutschen Einheit

9:00 Borowsky

Ausgehend von den innen- und außenpolitischen Problemen der deutschen Wiedervereinigung heute, sollen die Vorstellungen zur nationalen Einheit Deutschlands und der Deutschen seit dem Beginn des 19. Jahrhunderts diskutiert und deren soziale Träger analysiert werden. Im Mittelpunkt wird die Frage stehen, wie weit die nationale Identität der Deutschen abhängig von der territorialen Einheit Deutschlands ist.

[Texte als Kopiervorlagen]

GN 437/637 Die Entstehung des deutschen Liedes und der deutschen Oper.

9:00 Liermann

In dem Kurs sollen die nationalen und personellen Gegebenheiten dargestellt werden, die zu diesen speziellen Erscheinungen in der europäischen Musikgeschichte geführt haben. Es wird Gelegenheit gegeben, charakteristische Beispiele musikalisch und interpretatorisch zu erarbeiten. Im Mittelpunkt des Lied-Teiles wird die Zeit von Schubert bis Hugo Wolf stehen, und im Opern-Teil liegt der Schwerpunkt auf der Zeit von Mozart bis Richard Strauss.

[Kopiervorlagen von Texten und Musikbeispiele stehen zur Verfügung]

Kurs 437/637 kann auch als Literaturkurs belegt werden.

GN 485/685 Theaterwerkstatt: Kabarett
(Zeit wird vereinbart) Wedel

Im Mittelpunkt des Kurses steht die Erarbeitung und Produktion eines Kabarettprogramms. Innerhalb dieses Rahmens werden auch entwicklungsgeschichtliche und gattungsspezifische Fragen der Kleinkunstform "Kabarett" behandelt.

[Materialien und Kopiervorlagen stehen zur Verfügung.]

Kurs 485/685 kann auch als Literaturkurs belegt werden.

Die Beteiligung an der Kabarettaufführung beschränkt sich nicht nur auf Kursteilnehmer.

Literature

GN 610 Einführung in die Analyse literarischer Texte
11:00 Neuse

Das Schwergewicht des Kurses liegt in der Diskussion von Themen, die in Vorlesungen vorgetragen werden, im Studium der Terminologie und der Techniken literarischer Analyse und in der Anwendung dieser Methoden auf spezifische Texte. Alle Genres werden die Analyse einbezogen. Dieser Kurs ist Pflichtkurs für Anwärter für den M.A., M.M.L. und D.M.L in Middlebury, sowie für Studenten, die im Mainz-Programm weiterstudieren wollen.

Texte (zur Modell-Analyse): Friedrich Schiller, *Maria Stuart* (Reclam 64 + 8143); Heinrich von Kleist, *Das Bettelweib von Locarno* (Reclam 8003); Georg Büchner, *Woyzeck* (Reclam 9347 + 8117); and Friedrich Dürrenmatt, *Der Besuch der alten Dame* (Arche + Reclam 8130).

Weiteres Material wird zur Verfügung gestellt.

GN 411/611 Expositorisches Schreiben und Analyse
11:00 Huber

Der Kurs richtet sich an Graduate - Studenten im ersten Semester. Die Teilnehmer erarbeiten Techniken expositorischen und analytischen Schreibens im akademischen Rahmen. Zu den Übungen gehören das Verfassen einfacher und fortgeschrittener Texte, die Analyse expositorischer Strategien, eine Einführung in die kritische Terminologie und Analyse, sowie grundlegende bibliografische Arbeit. Nach Abschluß haben die Teilnehmer ein Portfolio von insgesamt 10 Stücken, von einfachen Darstellungen bis zu einem vollständigen Referat, die alle im Unterricht besprochen worden sind.

Vorausetzung: Kenntnisse der elektronischen Textverarbeitung..

Texte : Wahrig, *Deutsches Wörterbuch* (dtv 3136); A.M. Textor, *Sag es treffender* (rororo 6031); andere Texte werden im Kurs ausgegeben.

GN 455/655 Österreichische Dramatiker des 19. und 20. Jahrhunderts
11:00 Doppler

Nach einer Erörterung der historischen, literarhistorischen und theatergeschichtlichen Voraussetzungen, die für die Entstehung der Dramen von Bedeutung sind, werden Möglichkeiten der gegenwärtigen Rezeption zur Sprache kommen. Dabei werden die Beurteilungen der dramatischen Konflikte durch die Kursteilnehmer mit literaturwissenschaftlichen Interpretationen und zeitgenössischen Inszenierungen verglichen. Da dramatische Texte Spielvorlagen sind, sollen in einzelnen Fällen Videofilme die Besprechung des "Gesamtkunstwerkes" fördern und darauf hinweisen, daß Bühnenbild, Kostüme, Beleuchtung, Bewegungsregie, Bühnenmusik, nonverbale und verbale Darstellung durch die Schauspieler wesentliche Elemente des Dramas sind.

Texte: Grillparzer, *Traum, ein Leben* (Reclam 4385), *König Ottokars Glück und Ende* (Reclam 4382); Schnitzler, *Der einsame Weg* (Reclam 8664), *Die Stunde des Erkennens* (Reclam 7959); Hofmannsthal, *Der Unbestechliche* (Fischer TB), *Der weiße Fächer* (Kopiervorlage); Horvath, *Geschichten aus dem Wiener Wald* (suhrkamp TB).

GN 647 Stadtlandschaft: Literarische Ansichten von Berlin zwischen 1871 und 1933
9:00 Hartmann

Texte von Theodor Fontane (Kleine Erzählungen), Alfred Döblin, Kurt Tucholsky, Irmgard Keun,

Marieluise Fleißer
[Kopiervorlagen stehen zur Verfügung.]

GN 665 **Proseminar/Seminar: Die Kurzform im 20. Jahrhundert: Novelle, Erzählung, Kurzgeschichte**

10:00 Richter

Texte zur Analyse: Gerhart Hauptmann, *Bahnwärter Thiel;* Thomas Mann, *Tristan;* Robert Musil, *Drei Frauen;* Franz Kafka, *Die Verwandlung, Eine kaiserliche Botschaft;* Anna Seghers, *Der Ausflug der toten Mädchen;* Günter Grass, *Katz und Maus;* Manfred Durzak (Hrsg.), *Erzählte Zeit* (Auswahl von Schriftstellern aus der BRD und DDR, 1945-1980, Reclam 9666)

GN 678 **Proseminar/Seminar: Österreichische Erzählungen des 19. und 20. Jahrhunderts**

10:00 Doppler

Besprochen werden die verschiedenen Erzähl- und Beschreibungstechniken der einzelnen Erzählungen, ferner Hypothesen über die Beziehungen der außerliterarischen zur literarischen Wirklichkeit und das Verhältnis von zeitbedingten zu zeitüberdauernden Lebensproblemen. Videofilme werden als spezifische Interpretationen in die Diskussion einbezogen.

Texte: Stifter, *Kalkstein* aus der Sammlung *Bunte Steine* (Reclam 9932), *Brigitta* (Reclam 3911); Schnitzler, *Leutnant Gustl* (Fischer TB), *Frau Berta Garlan* (Erzählende Schriften, Fischer TB-Ausgabe, Bd. 5); Hofmannsthal, *Reitergeschichte* (Fischer TB); Roth, *Das falsche Gewicht, Die Kapuzinergruft*

GN 689 **Proseminar/Seminar: Leben und Werk von Heinrich von Kleist und Georg Büchner**

10:00 Brauneck

Heinrich von Kleist (1777-1811) und Georg Büchner (1813 - 1837) sind zwei Ausnahmeerscheinungen in der deutschen Literatur, Einzelgänger im Umfeld von Klassik, Romantik, idealistischer Philosophie und Jungem Deutschland, in einer für die deutsche Geschichte äußerst bedeutsamen Umbruchsituation. Die Verarbeitung privater Lebensgeschichte und zeitgeschichtlicher Erfahrung im literarischen Werk ist das Thema des Seminars, das einen Überblick über das Gesamtwerk der beiden Autoren (Prosa, Dramatik, Essayistik, Briefe) erarbeiten wird. Von den Theaterstücken werden Video-Aufzeichnungen herausragender Inszenierungen gezeigt.

Texte: Georg Büchner, *Werke und Briefe,* (DTV Klassik 2202); Heinrich von Kleist, *Michael Kohlhaas;*

Die Marquise von O...; Prinz Friedrich von Homburg; Amphitryon; Briefe von Kleist, Texte von Immanuel Kant und andere Materialien zur zeitgeschichtlichen Rezeption der Autoren in Kopiervorlagen.

GN 684 **Ruine und Fragment: Faszination und Irritation des Unvollendeten in Der Kunst**

11:00 Brauneck

Das Seminar beschäftigt sich mit literarischen (Novalis, Hölderlin, Kleist, Goethe, Heiner Müller) und bildnerischen Werken (von der Renaissance bis zur Gegenwart), die als Ruinen oder in der Form des Fragments vorliegen und sich dadurch der Idee der Vollendung (der zentralen Kategorie klassischer Kunsttheorie) verweigern; es setzt sich auseinander mit der besonderen Faszination, die jene Werke ausüben. Aus der Sicht dekonstruktivistischer und postmoderner Kunstreflexion erhält die Auseinandersetzung mit der Ästhetik der Fragmente eine besonders aktuelle Dimension.

Texte: Novalis, *Blütenstaub* (ausgewählte Fragmente), *Heinrich von Ofterdingen;* Kleist, *Robert Guiscard;* Hölderlin, *Tod des Empedokles, Hyperionfragment* (Kopievorlage); Müller, *Ödipuskommentar u.a. Texte* (aus: Heiner Müller, *Mauser.* Rotbuch Verlag der Autoren, Berlin)

Methodik

GN 694 **Methodik und Didaktik im Deutschunterricht**

(4. - 24. Juli) 1:30 - 3:30 DiDonato

GN 800 **Independent Study** Staff

DM 901 **Research Paper** Richter

(DML applicants only)

The School in Germany

The School in Germany was founded in 1959. It is fully recognized by the academic senate of the Johannes Gutenberg-Universität, with which it is involved in an active exchange of faculty and students. Resident Directors of Studies appointed from the Middlebury College faculty administer the school. The school address is: D-6500 Mainz, Rheinstrasse 42, telephone: (06131) 22 10 40.

Graduate and junior participants in the program are fully enfranchised students at both Middlebury College and the Johannes Gutenberg-Universität. They take virtually all their courses with German students at the university. Middlebury College augments the offerings of the university with special courses and tutorials taught for program students by selected faculty from the university. Participants in the junior-year program may choose a semester or a full year of study.The graduate program is available only for the full year.

Students are ultimately responsible for making their own housing arrangements, but Middlebury College has a special arrangement with the *Studentenwerk Mainz* enabling the program to place most students in university dormitories, providing additional contact with German university life. Students interested in the rooms reserved for Middlebury students should inform the school office as soon as possible. Private rooms and apartments are at an absolute premium in Mainz, thus students who choose to find their own living quarters should plan to arrive in Germany in early September.

The period between the end of September and the beginning of classes is a required orientation period. The *Wintersemester* extends from mid-October to mid-February with a Christmas recess of about 10 days. The *Sommersemester* extends from the middle of April to the middle of July. The period between the beginning of April and the middle of April is a required orientation period for new arrivals who will only be spending the *Sommersemester* at the university. Prior to each semester the Director of Studies meets with students to guide them in their choice of courses.

The Graduate Program in Germany

Graduate students must have a B.A. degree from an accredited institution of higher education, with a German major or its equivalent. A summer on the Vermont campus is required before students can be considered candidates for the M.A. degree. After successfully completing three courses at the summer session of the German School, M.A. candidates take at least ten courses, most of them in *Fachbereich 13* (*Deutsche Philologie, Vergleichende Literaturwissenschaft* and *Volkskunde*) at the Johannes Gutenberg-Universität. With the permission of the Director of Studies, courses may be taken in related areas such as philosophy, history, political science, economics or art history. Any student who passes fewer than four courses in either semester may be asked to withdraw from the program.

Graduate students are required to write four papers each semester and will be tested in a fifth course. Students submit a copy of each paper to the Director of Studies for inclusion in a Middlebury portfolio. The Director's judgment of each student's portfolio of papers will play a major role in the decision to award the M.A. degree.

Each year the Johannes Gutenberg-Universität awards a scholarship to a Middlebury College graduate student who is an American citizen. In addition, one graduate student is awarded a DAAD fellowship by the German government.

The Junior Program

In order to qualify for the Junior Program, undergraduates must have junior standing and an average of B or better, plus at least two courses above the Middlebury College GN 201-202 level. Non-Middlebury College students normally meet this requirement during a preliminary summer on the Vermont campus. Juniors may enroll for the *Sommersemester*, the *Wintersemester*, or the entire academic year. Juniors enroll in four courses for credit and write papers for at least three of these. The bulk of the students' work will be in the *Deutsches Institut*, but juniors, especially those majoring in departments other than

German, may take one course in an area other than language and literature. Middlebury welcomes applications from undergraduates enrolled at other colleges and universities.

Since available space fills up quickly, early applications are encouraged: May 1 for the following *Wintersemester* and October 1 for the following *Sommersemester*.

Courses

The following courses were among those offered by *Fachbereich 13* during the *Wintersemester* 1990-91. They serve as an example of the type of courses normally offered each semester:

Lecture courses:
German Etymology
Introduction to 19th Century Literature
Theory of Tragedy
Idealism and Romanticism
Early Thomas Mann
Proseminars:
Introduction to Descriptive Linguistics
Introduction to Historical Linguistics
Introduction to Medieval Studies
Introduction to Literary Studies
Introduction to Comparative Literary Studies
Advanced Seminars:
Schiller's Dramas
Literature and Film
Tristan and Isolde
Brecht's Theater
Anna Segher's Novels
Teaching Landeskunde

The German professors in the *Deutsches Institut* frequently hold tutorials for the Middlebury students enrolled in their courses, providing our students with far more personal contact than is usually the case at German universities.

Since German universities do not deal in terms of "units" or "credits," Middlebury College assigns unit and letter-grade values to the students' work. These values are determined by the Director of Studies, whose decision is final.

For further information and application materials, please contact:

The School in Germany
Middlebury College
Middlebury VT 05753-6131
(802) 388-3711, Ext. 5528

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

TIMOTHY LIGHT
President of Middlebury College
Ph.D., Cornell

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale

JOHN BERNINGHAUSEN
Acting Director of the Language Schools, 1990-91
Professor of Chinese
Ph.D., Stanford

Middlebury College Language Schools	**Schools Abroad**
Arabic	Florence
Chinese	Madrid
French	Mainz
German	Moscow
Italian	Paris
Japanese	
Russian	
Spanish	

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation, and Section 504 of the Rehabilitation Act of 1973. In so doing Middlebury College does not discriminate against any individual on the basis of race, color, sex, religion, ethnic origin or handicap in any of its programs or activities. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The German School
Middlebury, VT 05753 - 6131

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Middlebury College

1991-92

The French School
Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, ext. 5523

Summer 1991

Seven-Week Program
June 28-August 16
Total: $3,550
(Tuition $2,310; Board $880; Room $360)

Six-Week Graduate Session
July 1-August 16
Total: $3,465
(Tuition $2,310; Board $820; Room $335)

Academic Year 1991-92

School in France
Junior and Graduate Programs
Tuition: Full year - $7,600; Semester - $3,900

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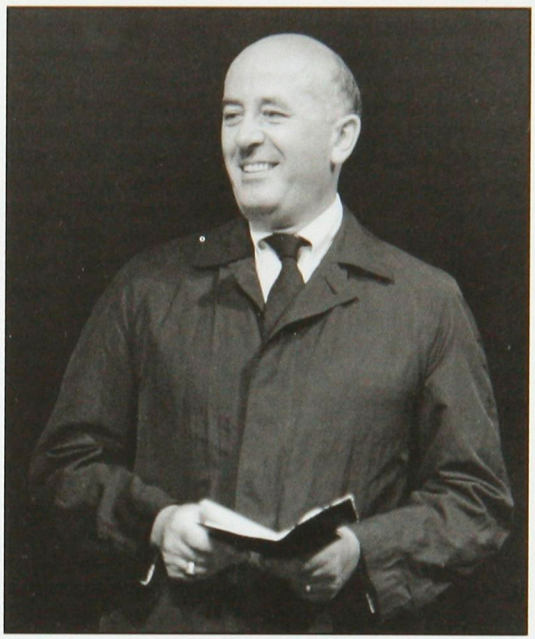
Quelques mots pour vous présenter l'Ecole Française



Depuis sa création l'Ecole Française se consacre à l'enseignement de la langue, de la littérature et de la civilisation française. L'étudiant de Middlebury bénéficie d'une double expérience: la maîtrise d'une langue étrangère, et l'accès à d'autres disciplines telles que la linguistique, les sciences sociales, qui permettent d'explorer la culture française, la littérature et la pédagogie. Un très haut degré de coordination entre ces aspects différenciés du programme permet aux futurs professeurs de profiter de pratiques diverses et de mieux s'adapter aux situations professionnelles devenues de nos jours de plus en plus exigeantes.

Les cours de langue dits pratiques visent à la maîtrise du français: la langue étant un objet social, il est essentiel d'explorer la société dans laquelle elle est enfin un outil de création esthétique, ce qui rend l'étude de la littérature indispensable. Ces grands principes qui orientent le programme n'ont guère varié depuis le début.

Le public étudiant, par contre, s'est lui beaucoup diversifié et la répartition des cours dans les différentes rubriques en a été sensiblement modifiée. Cet été, la moitié des cours proposés sont des cours de langue pratique. Les étudiants de sept semaines viennent à l'Ecole d'abord pour améliorer leur français parlé ou écrit. Les étudiants de six semaines cherchent eux aussi une compétence linguistique plus poussée et plus diversifiée. Chacun voudra profiter de ce qui convient à son niveau et à ses goûts dans les cours de civilisation et de littérature.

Nous avons le plaisir de retrouver cette année parmi nous de nombreux amis et professeurs qui ont déjà enseigné à Middlebury, en été. Vous reconnaîtrez, j'en suis sûr, leurs noms, et découvrirez avec intérêt les sujets qu'ils se proposent d'enseigner pour vous cette année. Nous accueillerons aussi quelques nouveaux collègues.

Je remercie anciens et nouveaux collègues, professeurs de langue et de littérature, étudiants de tous niveaux, de venir se joindre une nouvelle fois à l'Ecole Française d'été de 1991. Je conseille à tous les étudiants de lire attentivement ce bulletin. Ils pourront ainsi apprécier la richesse et la diversité du programme qui leur est proposé (histoire, linguistique, sémiotique, didactique, poésie, roman, civilisation, cours de langue, de phonétique, etc.).

Grâce à la générosité des Services Culturels du Consulat de France à New York, l'Ecole française d'été pourra inviter un certain nombre de vos professeurs : en particulier Monsieur le Professeur René Rémond. Vous vous souvenez, sans doute, des conférences qu'il nous a données, au cours de l'été 89, à l'occasion de l'anniversaire de la Révolution Française. Cet été, les conférences de René Rémond seront consacrées à Charles de Gaulle d'une part, et aux problèmes des jeunes dans la société française contemporaine d'autre part.

Grâce à la générosité des Services Culturels de la Délégation du Québec à Boston, Monsieur le Professeur Jacques Cotnam organisera comme à l'habitude, une "semaine québécoise". Il vous présentera conférenciers, films, vidéos et musiques de la Belle Province, notre voisine, dont nous nous souvenons fidèlement, chaque été, à l'Ecole Française de Middlebury College.

Daniel Jourlait

In Memoriam

Personne ne peut penser à Jean Carduner sans évoquer l'Ecole Française de Middlebury College. Durant 15 ans (1972 - 1986) Jean Carduner a été le Directeur de cette École et par la suite le conseiller bienveillant de son successeur. Il aura attiré de nombreux professeurs et spécialistes et aura encouragé le travail de nombreux étudiants venus enseigner et apprendre le français au cœur de cet idyllique monde français de l'Ecole d'été.

Jean Carduner était connu des deux côtés de l'Atlantique pour son rôle et son influence dans l'enseignement du français aux Etats-Unis et pour son intime conviction que l'apprentissage de la langue est étroitement lié à la compréhension de la culture.

Une silhouette familière traversant le campus entre le Château et Sunderland durant 15 ans et maintenant, pour nous tous - étudiants, amis et professeurs - qui l'avons connu et apprécié, un souvenir et une présence qui continueront à rayonner et à nous servir d'exemple.

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of languages from beginning to graduate levels. The French and Spanish Schools opened in 1916 and 1917, the Italian School in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. In 1949, Middlebury initiated its schools in Europe with the first session of the Middlebury College School in France in cooperation with the University of Paris. In 1951 a similar program in Madrid opened, after which Middlebury established schools in Mainz (1959), Florence (1960), and Moscow (1977). Each of the schools abroad offers both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

The Language Schools are dedicated to the premise that without real competence in a language there can be no true cultural understanding, and that to be effective, language teaching must provide meaningful insight into the foreign culture. All instruction is intensive and all courses are taught in the foreign language. A "total immersion" experience in dormitories, at meals, and through extra-curricular activities enhances student proficiency. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music, and theater are an integral part of the program.

The Language Schools offer programs to answer the needs of various audiences:

- *those who wish to earn an advanced degree in a foreign language or in a combination of a foreign language and English;*
- *undergraduate and graduate students who wish to enrich their program of studies at Middlebury or abroad and transfer the credits to their home institutions;*
- *students, teachers and other professionals who wish to improve or refresh their foreign language skills or acquire proficiency in a new language necessary for their careers;*
- *teachers who wish to apply new technologies and methodologies in their foreign language classes.*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. Our Doctor of Modern Language degree offers a combination of scholarly and practical training, and is conferred upon those who have demonstrated ability in research and teaching in two foreign languages. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum in the liberal arts which is unusually rich in opportunities for language study. These opportunities include intensive and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

At Middlebury we believe that study of a foreign language in its cultural context, and study of a discipline in a foreign language and from the perspective of another culture, are among the most enlightening and humanizing activities in which one can engage. As such, they occupy an essential place in any liberal arts curriculum.

Admission as an undergraduate to Middlebury College's baccalaureate program is entirely separate from admission to one of the Language Schools. Students wishing to apply for admission to the baccalaureate program may receive information and application materials by writing to:

Dean of Admissions,
The Emma Willard House,
Middlebury College,
Middlebury, VT 05753-6002.

Middlebury Language Pledge

Language Schools students make a formal commitment to use the foreign language of study as the only means of communication during the entire session. This pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of one's commitment and an essential part of the language learning process itself.

A summer at the Language Schools is an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill, and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural

events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, and the Music Library with over 10,000 recordings. The Freeman Language Laboratory has individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

French at Middlebury

The French School offers its students a variety of programs during the summer, including intensive language training at five levels of proficiency from beginning to advanced, and graduate programs leading towards the M.A., M.M.L., or D.M.L. degree. The School in France has programs designed for undergraduates wishing to spend their junior year in Paris and for graduates who complete their M.A. degree with an academic year in Paris.

Academic Program

Credits

A full summer program of study is roughly equivalent to three college semester courses. Credit is defined in terms of units with one unit equivalent to three semester hours.The courses numbered 100-499 offered in the seven-week session normally carry a total of three units. The full six-week graduate session, levels 501-900, is open to students working towards a Master's degree, a doctoral degree, or the degree of Master of Modern Languages. It is comprised of three graduate courses for a total of three units of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits it will grant for the summer's work at Middlebury. Middlebury College considers the academic year abroad equivalent to an academic year in the U.S., but a student's home institution determines the number of credits it will ultimately award for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving their own campus.

All credits to be applied towards a Middlebury degree must be earned within a ten year period. The Middlebury College Language Schools do not calculate grade point average or class rank.

Graduate Degrees

Master of Arts

Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education. They must also have completed course work equivalent to a major in French. Highly qualified undergraduate students may accumulate a maximum of six graduate course units toward a Middlebury M.A. degree before receiving their B.A. degree, but these units may not count toward both degrees.

To receive the Master's Degree in French, students must earn a total of twelve course units. They are accepted to degree candidacy after successfully completing a preliminary summer in Vermont. Candidates may earn remaining units either during a series of summers on the Vermont campus or during an academic year in Paris. The program provides a broad base in the fields of French language, literature and civilization.

Master of Modern Languages

The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish), or a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The Director of the Language Schools administers and supervises the M.M.L. in close consultation with the directors of the individual schools involved in a student's program. A Master's degree in English or a foreign language is a prerequisite for entrance into the M.M.L. program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages

The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A Master's degree in French is a prerequisite for entrance to the program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in French; two graduate courses in a second language (German, Italian, Russian, or Spanish); comprehensive examinations in both languages; one year's residency in France; proof of successful teaching experience; a dissertation and its oral defense.

All new students must complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in French and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which the student must complete within the six weeks of the graduate session.

Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the Dean to transfer a maximum of three units or the equivalent from another institution. Students may propose for transfer only courses taken after successful completion of the initial summer and formal admission to degree candidacy.

In past years the French School has occasionally offered two-week graduate seminars. Please note that only two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. Two-week seminar units may not be applied toward the M.M.L. or the D.M.L. degrees.

To obtain approval for a transfer of credit, students must submit evidence that the courses they wish to transfer earn graduate credits towards an advanced degree at an accredited college or university; that the courses are taught in French in the areas of language analysis, culture and civilization, literature, or professional preparation. Language practice courses may not be transferred, and the courses should not duplicate courses already taken for degree credit. This information must be sent to the Dean of the French School for approval prior to the student's registration in the course.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury M.M.L. or D.M.L. degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. Whether earned at Middlebury College or transferred from another institution, all credits and units applied towards a degree must be earned within a period of ten years. Units earned in 1980 would not be eligible for a 1991 M.A. degree.

Auditing

Those who are not full-time students may occasionally audit upper-level courses with the permission of the Director of the French School. Auditing is not permitted in levels 100-400, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $845 (tuition $485; room and board $360).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer sessions and the graduate academic year programs abroad. Aid for the summer is in the form of grant and/or work. Loans may also be available to students enrolled in a Middlebury College degree program. Aid for the academic year abroad is in the form of grant and loan. (Please note: Financial aid for study abroad is not available to undergraduates from other institutions. Consult the financial aid office at your home institution.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid Application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you should also complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited, so you should send a COMPLETE application to the office of Financial Aid as soon as possible after January 1 to insure the best possible chance of receiving aid. A complete application includes all relevant documents as listed on the checklist on the first page of the Language Schools Financial Aid application.

We will begin reviewing your application for completeness upon receipt of the first document you send. Aid decisions for students going abroad are made at the same time as those for students in the summer session; we will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted in the School.

The only cost for the academic year that is payable to Middlebury College is tuition. However, federal regulations require enrollment verification prior to disbursement of federal funds. In cases where financial aid exceeds tuition and may be used by the student to cover a portion of living expenses, the balance of the aid will be sent to the student in Paris in **two** installments, the first only after fall registration and the second at the beginning of the second semester. Therefore, you must plan ahead to have money to cover travel, books, and the first month of living expenses abroad. Those students receiving financial aid to go abroad will have a chance during the summer to make individual appointments in the Office of Financial Aid to discuss the logistics of the academic year aid package in detail.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a language school application, call the language school to which you are applying.

Scholarships

The following scholarships honor students, friends or faculty of the French School: The Frieda Derdeyn Bambas Scholarship, The Lea Z. Binand Scholarship Fund, The Stella Christie Scholarship Fund, The French Center in New England Fund, L'Amicale (French School Alumni Association) Scholarship Fund, The Claude Lévy Scholarship Fund, and The James Richardson Scholarship Fund. The Lois Behrman Watson '51 Scholarship fund was established in 1987 to provide financial aid to teachers who are attending the Masters or Doctoral program of any of the Language Schools on the Middlebury campus or at the schools abroad. Candidates for financial aid need not apply for a specific scholarship. We will automatically consider all financial aid applicants for an award from the appropriate scholarship listed above or from the general grant fund.

Award

The Frieda Derdeyn Bambas Prize in French Literary Studies is awarded annually to a student who has a grade point average of at least 3.5 and who has demonstrated excellence in French literary studies, preferably of the medieval, renaissance, or neo-classical period.

Fees

A non-refundable fee of $35 must accompany each new student's application. Upon acceptance, all students must pay a $175 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1991 of their decision to cancel their enrollment. After May 1st and until registration at the summer session, students who cancel will lose the enrollment fee, but receive a refund for any other payments made. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

The extra course fee for the six week session is $775. (Permission to register for a fourth unit of credit must be requested in writing before the beginning of the session.)

Application and Admission

Students apply for admission to the seven-week intensive language program, to the junior year program in Paris, to one of the graduate degree programs on the Middlebury campus, or to the graduate program on the Middlebury campus followed by the academic year in Paris.

Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on the tests administered before the start of classes. By applying for admission, a student agrees to accept the placement indicated by the test results.

Applications are processed until the start of the program in June, but as some levels may be fully subscribed by mid-March and abroad programs as early as February, early application is desirable. For more information or an application, contact the French School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, ext. 5523

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.

Administration, Faculty and Staff

Director: DANIEL JOURLAIT. Professeur, U.E.R. pour Etudiants Etrangers, Université d'Aix-Marseille III. D.E.S., C.A.P.E.S. de lettres modernes. Doctorat, Université de Paris IV-Sorbonne.

Dean: NANCY O'CONNOR, Professor of French, Middlebury College. Ph.D., Cornell University.

(After July 1) MIREILLE BELLONI. Lecturer, University of Michigan. Ancienne élève de l'Ecole Normale Supérieure (Fontenay). D.E.A. de civilisation américaine. Agrégation d'anglais. M.A., University of Canterbury.

Faculty

JEAN-MICHEL ADAM. Professeur, Université de Lausanne. Doctorat de 3e cycle. Doctorat-ès-lettres.

DOMINIQUE AGOSTINI. Maître de conférences, Université de Paris-Créteil (I.U.T.). Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud). Doctorat de 3e cycle. Agrégation de sciences sociales.

CLAUDE BEAUCLAIR. Comédien. Metteur-en-scène. Directeur, Compagnie Inter-Europe-Spectacle (Paris).

MIREILLE BELLONI. Lecturer, University of Michigan. Ancienne élève de l'Ecole Normale Supérieure (Fontenay). D.E.A. de civilisation américaine. Agrégation d'anglais. M.A., University of Canterbury.

PHILIPPE BERTHIER. Professeur, Université de Paris III-Sorbonne Nouvelle. Doctorat-ès-lettres.

GEORGES BERUBE. Associate Professor, Atkinson College, York University (Toronto). Ph.D., Université de Laval.

JEAN-JACQUES BOUSQUET. Maître de conférences, Université d'Aix-Marseille III. Directeur, Institut d'Etudes Françaises pour Etudiants Etrangers. Doctorat en droit.

ODILE CHALLE. Maître de conférences, Université de Paris - Dauphine. Doctorat en didactique des langues et des cultures. Diplôme d'études supérieures de gestion.

MARIE-MADELEINE CHARLIER. Lecturer, Middlebury College School in France, and Columbia University in Paris. M.A., McGill University. D.E.A., Université de Paris I.

JACQUES COTNAM. Professor, York University (Toronto). Ph.D., Université de Laval.

CATHERINE DESCAYRAC. Professeur, Institut Français de la Haye (Pays-Bas). Maîtrise de linguistique appliquée. D.E.A. de didactique des langues.

FRANCINE DUGAST. Professeur, Université de Rennes II. Directeur, Institut National de Recherche Pédagogique. Agrégation de lettres. Doctorat–ès-lettres.

MARIE-JOSEE DUMAS. Professeur, C.E.S. des prêcheurs, Aix-en-Provence. C.A.P.E.S. de lettres classiques.

PHILIPPE FRANCE. Professeur, Lycée de Reims, et Maître de conférences, l'Institut d'Etudes Politiques de Paris. Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud). Agrégation d'anglais.

MICHEL GABRIELLI. Lecturer, University of Michigan (Ann Arbor). Diplôme de l'Ecole des Cadres de Paris.

MARTHE GARNIER. Professeur, Université d'Aix-Marseille II (I.U.T.). Maîtrise de linguistique appliquée, Université de Paris XIII. C.A.P.E.S. d'anglais.

HELENE GERMAIN-SIMOES. Lecturer, University of Kansas. M.A., University of North Carolina. D.E.A., Université d'Aix-Marseille I.

JEAN-MARIE GLEIZE. Maître de conférences, Université d'Aix-Marseille I. Doctorat de 3ème cycle.

JOELLE GLEIZE. Maître de conférences, Université d'Aix-Marseille I. Doctorat d'Etat.

SIMONE GHORAYEB. Lecturer, York University (Toronto). M.A., McGill University.

JEAN-PIERRE GOLDENSTEIN. Maître de conférences, Université de Paris III-Sorbonne Nouvelle. Doctorat de 3e cycle.

ELISABETH GUIMBRETIERE. Maître de conférences, Université de Paris III-Sorbonne Nouvelle. Doctorat de 3e cycle.

PIERRE HAILLET. Lecturer, St. Michael's College, University of Toronto. Maîtrise de linguistique française, Université de Paris III-Sorbonne Nouvelle.

DANIELE ISSA-SAYEGH. Lecturer, St. Michael's College, University of Toronto. Maîtrise d'anglais, D.E.A. d'anglais, Université de Nice. Diplôme de traducteur, Université de Toronto.

MICHELLE LANVIN. Maître de conférences, Université de Montpellier III-Paul Valéry. Doctorat de 3e cycle.

ELIZABETH LASSERRE. Instructor, University of Toronto. Maîtrise d'anglais, Université de Bordeaux. Maîtrise de linguistique, Université de Toronto.

ROGER LAUVERJAT. Maître de conférences de littératures comparées, Université de Perpignan, et Institut pour Etudiants Etrangers, Université de Montpellier. Agrégation de lettres modernes.

JACQUES LECARME. Maître de conférences, Université de Paris XIII. Ancien élève de l'Ecole Normale Supérieure (Ulm). Agrégation de lettres classiques.

CATHERINE LEGOUIS. Assistant Professor, Mount Holyoke College. Ph.D., Comparative Literature, Yale University.

GERALDI LEROY. Professeur, Université d'Orléans. Ancien élève de l'Ecole Normale Supérieure (St. Cloud). Agrégation de lettres classiques. Doctorat d'Etat.

MARGUERITE MAHLER. Assistant Professor, Framingham College. Ph.D., University of Florida.

FRANÇOISE MOJERET. Comédienne, Compagnie Inter-Europe-Spectacle.

RAPHAELLE NICOLAS. Directrice du Château, Assistante de français, Middlebury College. Maîtrise de français langue étrangère, Université de Paris X-Nanterre.

LOUIS PORCHER. Professeur, Université de Paris III. Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud). Doctorat-ès-lettres.

JACQUES RAYNAUD. Maître de conférences, Université de Toulouse I. Agrégation d'anglais.

RENE REMOND. Professeur, Institut d'Etudes Politiques de Paris. Président, Fondation d'Etudes Politiques. Ancien président, Université de Paris X-Nanterre. Doctorat-ès-lettres. L.L.D. Honoris Causa, Middlebury College.

GILBERTE ROLLAND. Professeur, Institut de Langue et Littérature Françaises pour Etudiants Etrangers, Université d'Aix-Marseille III. D.E.S. et C.A.P.E.S. de lettres classiques.

JACQUELINE ROUSSELON. Professor, American Center, Aix/Marseille. Maîtrise d'anglais, Université d'Aix-Marseille. Certificat européen des langues, Harvard University.

CHARLES SALA. Maître de conférences, Université de Paris X-Nanterre. Doctorat de 3e cycle.

GUY SPIELMANN. Assistant Professor, Marquette-Northern Michigan University. Maîtrise, Université d'Aix-Marseille I. M.A., Vanderbilt University.

CHRISTINE VALERO. Professeur, Lycée de Compiègne. Lecturer, Columbia University in Paris. C.A.P.E.S. de lettres modernes.

JEAN VERRIER. Maître de conférences, Université de Paris VIII-Vincennes à St. Denis. Ancien élève de l'Ecole Normale Supérieure (Saint Cloud). Agrégation de lettres modernes.

Administrative Staff

CATHY EKSTROM. Bilingual Secretary.

OLIVIER KNOX. Theater Assistant.

ALLISON MELSON. Bilingual Secretary.

ERIC PERRAMOND. Assistant to the Director.

CONSTANCE WEEMS. Bilingual Secretary.

BONNIE WOOLLEY. Choir Director. Musical Coordinator.

Course Offerings

Intensive Language Courses

Students registered in the intensive language courses (seven-week session) are enrolled in courses 101 to 499 according to their level of proficiency as determined by placement tests administered at the beginning of the session. Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. The normal course of study carries three units (the equivalent of nine semester-hour credits). Courses numbered 101 to 499 begin on Monday, July 1 at 8:00 a.m.

Schedules, texts and staffing are subject to change.

101-102-103 Beginning French

Guy Spielmann, Raphaëlle Nicolas

Méthode de Français is designed as a complete approach to the French language, encompassing not only listening and speaking abilities, but also reading and writing skills. The author's concern with authenticity accounts for the use of idiomatic expressions (ranging from the colloquial to the literary) and constant references to French civilization through the story of two characters. The "method" is audio-visual, relying on the use of videos and tapes, with daily work at the lab, but, though it emphasizes oral and global comprehension, each lesson offers a set of grammar drills and exercises and is carefully structured to allow for full systematic practice of the four skills, so that students are able to handle any kind of situation by the end of the seven weeks. (3 units)

201-201-203 Early Intermediate French

Catherine LeGouis, Christine Valéro

Continuation of 101-102-103. Active and systematic review of grammatical structures and problems. Accelerated method using video. Greater emphasis will be placed on reading and writing. At the end of this course students should be able to read a contemporary text of moderate difficulty, and to express their opinions about it in phonetically accurate French and short critical papers. Depending on student preparation and performance, this course corresponds to the second and third semester of French. (3 units)

211-212-213 Intermediate French

Coordinator: Marie-Madeleine Charlier.
Marthe Garnier, Jacqueline Rousselon

This course is intended for students whose study of first-year French is recent and who wish to continue their study and perfect their skills. It includes active and system-

atic review of grammatical structures and problems, oral comprehension and production, and a greater emphasis on reading and writing. Depending on student preparation and performance, the entry level for this course corresponds to the third semester of college level French.
(3 units)

300 and 400 Level - Advanced French

At the advanced level, students are assigned to sections and levels according to their performance on the placement tests given at the beginning of the session. The program is organized by specific skills: oral comprehension, oral production, composition, and structures of French grammar. Each skill involves one hour of class a day, plus outside work in the language laboratory or small drill and correction sections.

The 300 level courses are for students who are ready to enter the fifth or sixth semester, or third year of college French, depending on the individual. The 400 level courses correspond to the fourth year, in both language skills and content.

301/401 Oral Comprehension
Simone Ghorayeb, Jacques Raynaud

These courses are designed to introduce students to authentic, unrehearsed material recorded in France. Emphasis will be placed on developing competence in listening skills in direct relation to everyday situations in a francophone culture. Both standard and regional accents will therefore be reviewed with the aim of understanding the people of contemporary France. Regular work assignments together with supplementary materials used both in class and in the language lab will help familiarize the student with a wide range of real-life conversations, and will include the study of idiomatic spoken French. Students will be placed in 301 or 401 depending on placement test results.
(.5 units)

302/402 Oral Production
Mireille Belloni, Michel Gabrielli

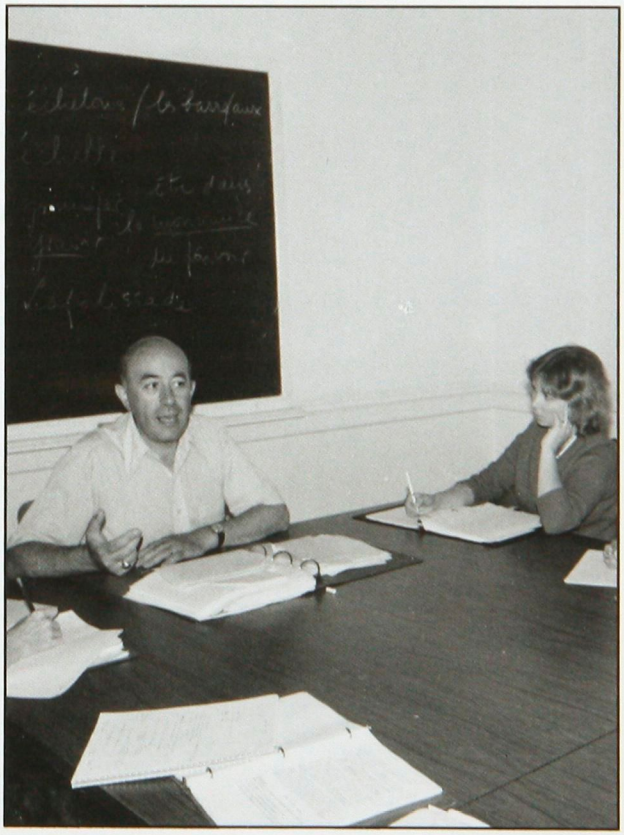
The aim of these courses is to develop and improve students' ability to express themselves in correct standard French in given situations, without neglecting idiomatic aspects of the language or *le français comme on le parle*. Though the composition of classes may be different from that in 301/401, the course will be based on the same premises and materials. Students will be placed in 302 or 402 depending on placement test results.
One section of 402 will be devoted to the oral practice of business French aimed at developing students' awareness regarding business matters in France. This section will feature workshops pertaining to a selection of case studies from business schools and companies in France, role playing, simulation, and videotapes of actual business sessions. Enrollment in this section will be limited to 15 students.
(.5 units)

303 French Grammar
Marguerite Mahler, Christine Valéro

This course is intended for students who have a basic familiarity with the French language, who generally know the most frequent forms and structures but who are still insecure in using them, especially in writing. A thorough review of grammar will be presented, with emphasis on points that offer most difficulties to speakers of English. Students will gain a sense of the architecture of the language, how different parts are related and function together, and how one chooses to articulate those different elements to express a meaning. (1 unit)

311 Composition Danièle Issa-Sayegh

This course is devoted to the acquisition of writing skills. A great variety of exercises will lead the student through different types of writing, such as descriptive, narrative and argumentative prose, as well as "personal diary" style. An emphasis will be placed on the study of vocabulary, grammatical structures and textual articulation. Regular work assignments will help the student in developing his/her abilities in written expression. (1 unit)



411 Grammar and Composition Pierre Haillet

This course aims at strengthening and developing the student's competence in written expression. A systematic review of complex linguistic structures of modern French will be offered. The mastery of grammar and vocabulary will be acquired through intensive practice of a variety of exercises. Regular work assignments will consist of writing short pieces of descriptive narrative and argumentative prose, as well as a "personal diary". The ultimate goal of this course is the mastery of correct, logical and well-articulated expository prose, as well as the proper expression of reasoning. (1 unit)

Students who perform particularly well on the placement test will be allowed to enroll in **one** of the following courses:

423 Introduction to Structural Linguistics Pierre Haillet

The aim of this course is to familiarize the student with the main concepts of structural linguistics and their application to grammatical and textual analysis. Some applications of linguistic analysis in the area of studying/teaching French as a foreign language will be discussed. Structures of modern French as a means of communication will be studied at various levels of analysis, and the most important theories in the areas of general linguistics, phonology, morphology, syntax, semantics and pragmatics will be reviewed. A systematic practice of exercises will help the student in acquiring the mastery of the techniques of linguistic analysis.

Text: Renée Baligand, Part Bhatt, Pierre Léon, *Structure du français moderne* (Canadian Scholars Press Inc.).

450 Introduction to 19th Century French Painting: Realism, Post-Impressionism, Symbolism Charles Sala

This course is an introduction to the analysis of works of art for students who are unfamiliar with this field. A rapid survey of the major periods of art history will be initially presented (from the Renaissance to the 19th century). In this part the history of forms and space will be emphasized as well as terminology and analytical methods.

The course will then deal with specific artists, their works and their long term contribution to art history : Millet and Courbet, Manet, Claude Monet, Academic painting, Georges Seurat, Moreau and Redon.

Graduate Program of Studies

To be eligible for acceptance to the six-week session, applicants are normally expected to have a B.A. degree with a major in French or equivalent course work in French, and a grade average of B or better. In addition to students preparing Middlebury's M.A., M.M.L., or D.M.L. degree, the French School welcomes each summer 'non-degree' students (i.e. candidates for degrees at other institutions, or individuals who want to take advanced courses in French).

New students enrolled in the graduate session must take a written language test before they register. According to their performance, they may be placed in one of the following: 511 (*Grammaire et composition*) or 611 (*Composition avancée*). After the written language test, new students will have an interview with a phonetics instructor. According to results of the interview, the student will be placed in 505 (*Production orale*) or exempted from a phonetics course. In the latter case, he/she will take the proficiency test required for the M.A. degree during the 3rd, 4th, or 5th week of the session. New students may register only when they have received the results of the written language test and of the phonetics interview.

A normal load is three courses (nine semester hours) selected in consultation with the Director or Dean. Permission to take an extra course is granted only exceptionally by the Dean of the French School, and must be requested in writing before the start of the session. Some students may be required to take one or more courses at a lower level for undergraduate credit before beginning a full load of graduate work.

Two types of courses are offered in the graduate program: 1) foundation courses which are designed to provide students with the linguistic, cultural and literary skills needed for further study; 2) specialized courses which allow the student to build on this foundation and acquire broader and more sophisticated knowledge. Courses of the first type are a permanent part of the program and are offered each summer. The more specialized courses change each year depending on the faculty and their specialities, allowing for a variety of subjects and approaches.

Courses at the 500, 600 and 700 levels are essentially for students preparing for the Master of Arts degree. They are also open to highly qualified undergraduates who have scored well on the placement test and are judged capable of doing work at the graduate level. The numbering of graduate courses is arranged to indicate level of difficulty. Beginning graduate students normally take 500 level courses, while 700 level seminars are usually for finishing M.A. candidates. The 800 level courses are mainly for doctoral candidates or highly qualified master's candidates. 900 level courses are for D.M.L. candidates only. Each course carries one unit of graduate credit unless otherwise indicated. The normal course of study during a summer session is three units. Graduate courses begin on Thursday, July 4th.

M.A. Degree Requirements

Candidacy for the M.A. degree is confirmed upon successful completion of a six-week summer session at the Middlebury French School. To receive the M.A. degree the student must complete a total of twelve units. These may be obtained in a series of summer sessions on the Vermont campus, or by taking three units during a summer session

and completing the requirements during a full academic year in Paris.

A maximum of three units may be transferred from other graduate programs following approval by the Dean of the French School. Two units earned at Middlebury's two-week seminars may be applied to the degree. The combined total of seminar and transfer credits may not exceed three. N.B. Courses taken at other institutions and proposed for transfer toward the Middlebury M.A. degree must have been taken after admission to candidacy, at the end of the first summer session.

Distribution requirements for those students choosing to earn their degrees on the Middlebury campus:
a) one unit in advanced composition (611 or the equivalent);
b) certificate of competency or proficiency in phonetics;
c) two units in civilization;
d) three units in literature.

Distribution requirements for those students choosing to earn their degree in Paris after a summer on the Middlebury campus:
a) one unit in advanced composition (611 or the equivalent);
b) certificate of competency or proficiency in phonetics;
c) two units in civilization;
d) two units in literature (including 591 or the equivalent);
e) *mémoire* (worth two units).

I. Cours de Langue

A. Production orale

505 Production orale
Coordonnateur: Hélène Germain-Simoës.
Michelle Lanvin, Elizabeth Lasserre, Raphaëlle Nicolas

L'objectif de ce cours est de développer la perception auditive et les capacités d'expression orale de l'étudiant pour lui permettre de COMMUNIQUER plus facilement et effectivement en français. L'accent sera mis à la fois sur la prononciation (phonèmes, rythme, intonation) et sur la compréhension et l'expression orale à travers des exercices de discrimination auditive, de répétition et de simulation de situations de communication. La progression de chaque unité du cours ira d'une expression orale très dirigée d'un point de vue phonétique, vers une expression plus libre et spontanée à l'intérieur de situations de communication variées.

Textes: Francine Cicurel, Elisabeth Pedoya, Rémy Porquier, *Communiquer en français* (Hatier International, 1987); Elisabeth Pedoya, Massia Kaneman, *Au plaisir des sons* (Hatier International, 1988).

B. Grammaire et composition

511 Grammaire et composition
Coordonnateur: Gilberte Rolland.
Catherine Descayrac, Marie-Josée Dumas

Par placement. Sections limitées à quinze étudiants. Ce cours offre une revue systématique des points de grammaire fondamentaux, en particulier du système verbal et de l'application pratique des règles au niveau de la phrase et de son intégration dans le paragraphe.

611 Composition avancée
Coordonnateur: Gilberte Rolland.
Catherine Descayrac, Philippe France

Ce cours est obligatoire pour la maîtrise. Il donne aux étudiants le moyen d'utiliser des structures grammaticales complexes. On accordera une attention particulière à l'étude des niveaux de langue.

618 Traduction Philippe France
Prerequisite: 611

Ce cours s'efforcera, par la traduction de textes contemporains, d'aider les étudiants: 1) à approfondir leur connaissance de la langue française par un travail rigoureux d'enrichissement du vocabulaire, des expressions idiomatiques et de la syntaxe; 2) à commencer à prendre conscience des caractéristiques spécifiques de chacune des deux langues. Les étudiants devront avoir à leur disposition un bon dictionnaire bilingue (Collins & Robert, par exemple) et un bon dictionnaire unilingue (Le Petit Robert).

C. Atelier de théâtre

508 Atelier de théâtre Françoise Mojeret

Cet atelier est destiné aux étudiants désirant améliorer leur capacité orale tout en étendant leur connaissance du théâtre français. Il est particulièrement utile pour les étudiants se destinant à l'enseignement puisqu'il permet de gagner de l'assurance en apprenant à allier parole et comportement.

Le cours appliquera les techniques théâtrales de la méthode de Georges LeRoy, professeur au Conservatoire national d'art dramatique de Paris, c'est-à-dire, articulation, respiration, pose de la voix, scènes du théâtre classique et contemporain jouées à deux ou à plusieurs, improvisations.

Deux vidéos seront réalisées au cours de la session permettant un travail autocritique.

Les étudiants de l'atelier participeront à un ou plusieurs spectacles dirigés par Claude Beauclair.

II. Linguistique

624 Introduction à la linguistique française
Jean-Michel Adam

Les temps verbaux du français présentent, pour tout anglophone, des difficultés certaines. Ce cours d'introduction porte, avant tout, sur le système des temps de l'indicatif et, parallèlement, sur ce qu'on appelle l'appareil formel de l'énonciation (indices de personnes, adverbes, etc.). L'objectif de cet enseignement est double : revoir de très près la question des temps verbaux en apportant des connaissances indispensables à tout professeur de français et définir des instruments précis d'analyse des textes littéraires et non littéraires. Le corpus utilisé ira de Racine et Crébillon à Vian, Prévert, ou Queneau, en passant par Hugo, la presse et la publicité contemporaines.

Texte: D. Maingueneau, *Approche de l'énonciation en linguistique française* (Hachette-Université, 1981).

627 Stylistique et analyse textuelle Jean-Michel Adam

Le but de ce cours est, d'une part, de faire rapidement le point sur la situation actuelle de la stylistique (définition de son objet et de ses méthodes) et, d'autre part, de mettre en relation l'enseignement reçu en "analyse textuelle" avec les perspectives nouvelles d'approche linguistique de la littérature. Ne nécessitant pas de formation théorique préalable en linguistique, ce cours doit permettre aux étudiants avancés d'approfondir leur réflexion méthodologique et théorique (sur la fiction, la textualité, la rhétorique, la pragmatique, etc.). Les textes abordés seront aussi bien poétiques (Malherbe, Hugo, Rimbaud, Desnos, Breton, Queneau) que romanesques (Giono, Colette, Cohen) et théâtraux (Molière, Corneille, Racine, Camus).
Texte: Jean-Michel Adam, André Petitjohn, *Langue, texte, littérature* (Hachette Collection "F"-Références, 1991).

III. Civilisation

530 La France contemporaine Dominique Agostini

Ce cours décrira les aspects géographiques, historiques, économiques et institutionnels de la France actuelle. Il s'agira de comprendre à la fois les permanences de la société française et les facteurs qui à l'aube de l'ouverture du grand marché européen de 1992 transforment l'économie et la culture française. On cherchera donc à présenter ici un vaste tableau synoptique de la réalité française.

548 La peinture française des XVIIe et XVIIIe siècles: de l'Ancien Régime triomphant à la Révolution
Charles Sala

La partie initiale du cours traitera de la naissance de Versailles , de la mythologie royale et de la stratégie esthétique de Louis XIV. Un chapitre particulier sera réservé aux différentes classes sociales ainsi qu'à la vie quotidienne à la Cour. Une étude spécifique portera sur les sculptures et les fontaines du jardin.

Lors du passage au XVIII siècle, on axera le travail essentiellement sur la peinture de petites dimensions, en focalisant la recherche sur l'œuvre d'Antoine Watteau et sur l'influence du théâtre (acteurs, vie, sentiments détournés). Enfin on terminera l'étude de l'Ancien Régime, avec l'œuvre de Boucher, peintre officiel de Madame de Pompadour, ainsi qu'avec l'œuvre multiforme d'Honoré Fragonard (mythologie, érotisme, plaisir visuel).

La deuxième partie du cours nous permettra d'envisager la naissance du néo-classicisme et de l'esthétique révolutionnaire, 1789-1793. L'iconographie jacobine sera étudiée à travers les caricatures, les fêtes révolutionnaires, mais aussi grâce à l'analyse des sculptures, et des arts mineurs. J.L. David, incarnation de la nouvelle classe montante, fera l'objet d'une étude approfondie et détaillée : grandes compositions, portraits, dessins, gravures, etc.

Enfin, les tableaux retraçant l'épopée napoléonienne et les portraits impériaux nous permettront d'achever le cours, en nous situant déjà à l'aube du XIXe siècle.

639 La France et la nouvelle Europe
Dominique Agostini

La France a longtemps été avec la R.F.A. l'un des principaux points d'ancrage de l'Europe occidentale et de la C.E.E. 1992 devrait couronner 35 ans d'efforts de construction européenne. Les bouleversements de 1990 semblent avoir redistribué les cartes. L'Europe ne se confine plus à la C.E.E. mais s'étend de "l'Atlantique à l'Oural". Quel sera alors le rôle et la place de la France dans la nouvelle Europe? Ce cours décrira d'une part les grandes permanences de la politique européenne de la France et tentera d'autre part de resituer la France dans la nouvelle géographie de l'Europe.

647 Le Général de Gaulle Jean-Jacques Bousquet

Dans un premier temps et assez rapidement on se penchera sur l'éducation reçue par le Général de Gaulle qui influencera toute sa vie. Puis après avoir évoqué sa carrière militaire, on étudiera l'homme de l'appel du 18 juin 1940, c'est-à-dire que l'on examinera son attitude pendant le second conflit mondial tant à l'égard des alliés que du régime de Vichy.

Les causes de son départ du pouvoir en 1946 seront examinées ainsi que les raisons de l'échec du rassemblement du peuple français (RPF). "La traversée du désert" ayant été évoquée, on se penchera sur son retour au pouvoir en 1958 et l'on découvrira son rôle en matière constitutionnelle ainsi que les grands problèmes qu'il a eu à affronter : la guerre d'Algérie, indépendance nationale, problèmes institutionnels, événements de mai 1968 et enfin les raisons de l'échec du référendum de 1969 qui a entraîné le départ du Général.

Text: Lacouture, Jean, *De Gaulle* (Seuil).

650 Les jeunes en France Louis Porcher

Le cours décrira la situation actuelle des jeunes en France, c'est-à-dire de ceux et de celles qui ont entre 15 et 24 ans. Bien entendu, il faudra aussi les comparer aux plus jeunes encore, et aux moins jeunes. On s'intéressera particulièrement aux points suivants : le système scolaire et universitaire; les médias; les loisirs; les relations familiales; les jeunes en difficulté; les goûts des jeunes (lectures, vêtements, langues, etc.).

Texte: François Mariet, *Laissez-les regarder la télé* (Presses Pocket).

651 Le cinéma québécois Georges Bérubé

Depuis quelques années, le cinéma québécois obtient ses lettres de noblesse grâce à des succès remportés dans les plus grands festivals à travers le monde. Pour les amateurs des titres comme *Mon Oncle Antoine, les Bons Débarras, J.A. Martine, photographe,* sans parler des œuvres de Denys Arcand, *le Déclin de l'empire américain* et *Jésus de Montréal,* témoignent d'une industrie féconde et originale. Ce cours vise à retracer les grands moments du cinéma québécois depuis la Révolution tranquille, surtout pour dégager les liens étroits qui existent entre ce cinéma et la société qui l'a produit. Dans ce contexte, une étude du scénario ou de l'œuvre littéraire qui a servi de point de départ, peut être très révélatrice. (2 heures par jour, 4-25 juillet)

740 Consommation des Français et nouvelles technologies Odile Challe, Dominique Agostini

Les Francais sont-ils traditionnellement attirés par les nouvelles technologies? Il semble que oui.
Pendant longtemps, la France a été le pays du petit commerce et du téléphone qui ne marchait pas. En 15 ans, la France a créé de nouveaux produits (la carte à puce), développé de nouveaux services (télématiques). Le petit commerce a laissé place à un système moderne de distribution (hypermarchés, centrale d'achat) qui a modifié la consommation des Français.

Ce cours retracera d'une part les avancées technologiques en matière de communication et d'informatique, d'autre part les innovations en matière de distribution et montrera leurs effets sur la culture des Français.

IV. Littérature

591 Analyse textuelle
Coordonnateur: Roger Lauverjat;
Philippe Berthier, Jean-Pierre Goldenstein,
Jacques Lecarme, Geraldi Leroy, Jean Verrier
Obligatoire pour les étudiants allant à Paris.

Ce cours vise à donner aux étudiants une méthode qui leur permette de résoudre les problèmes divers (historiques, philosophiques, esthétiques) qu'ils auront à se poser lorsqu'ils analyseront un texte littéraire. C'est donc une

introduction aux différents types de discours critiques (linguistique, structural, stylistique, psychanalytique) et à la description et l'interprétation de l'œuvre littéraire.

668 La politique des écrivains dans les années trente
Géraldi Leroy

Une intense effervescence idéologique a caractérisé les Années Trente. Sollicités par une conjoncture de plus en plus dramatique, stimulés par le rôle reconnu en France aux intellectuels, les écrivains y ont pris une part exceptionnellement active à tel point qu'à la fin de la décennie la "République des Lettres" avait éclaté en deux camps antagonistes. Le cours décrira comment les auteurs se sont situés à l'égard des grands débats de l'époque : individu ou collectivité, guerre ou paix, réformisme ou révolution, fascisme ou communisme.

Textes: Nizan, *La Conspiration* (Folio); Drieu la Rochelle, *Gilles* (Folio); Giraudoux, *La Guerre de Troie n'aura pas lieu* (Grasset).

670 Débuts de romans français du moyen-age à nos jours
Jean Verrier

Mais d'abord qu'est-ce qu'un début? Où et quand commence notre lecture d'un roman? Que sait-on déjà avant de "commencer"? Comment construit-on du sens et à partir de quels éléments?

On procédera par comparaison et par mise en séries : romans d'un même auteur, d'une même époque, mais aussi d'un siècle à l'autre afin d'apercevoir les traces de constantes et de variations. Les débuts des romans de Claude Simon, au XXe siècle, sont différents des débuts des romans de Balzac au siècle précédent. On remontera jusqu'aux premiers "romans" français : *Tristan et Iseut, Pantagruel, Gargantua...*

S'arrêtera-t-on au seuil de ces romans? Où finit le commencement? Il y a fort à parier que cette étude de la séduction des premières pages entraînera plus d'un lecteur à poursuivre sa lecture au delà de l'été. Il existe un petit guide pour lire les débuts de romans. Mais le but de ce cours est de voyager dans la littérature française. Libre à chacun et à chacune de se promener aussi dans d'autres littératures.

Texte: J. Verrier, *Les Débuts de romans* (Editions Bertrand-Lacoste, 1988).

678 Visages de femmes du XIXe siècle
Philippe Berthier

Trois parcours qui, au delà de leurs particularités, dessinent peut-être la trajectoire d'une défaite exemplaire, en un siècle où l'idéalisation romantique et la sacralisation du désir se brisent contre le réel tel qu'il va, ou se dégradent dans une modernité qui ne s'y réfère que pour mieux les bafouer.

Textes: Balzac, *Eugénie Grandet* (Folio); Flaubert, *Madame Bovary* (Garnier Flammarion); Zola, *La Curée* (Folio).

685 Approche du roman haïtien et antillais contemporain
Roger Lauverjat

En quelques décennies, le roman antillais et haïtien est parvenu à affirmer son identité à travers des œuvres originales qui se sont progressivement détachées du parti-pris "exotique". Les œuvres étudiées puisent directement leur inspiration dans la réalité sociale des Antilles : les séquelles de l'esclavage, les relations conflictuelles entre Békés et Noirs, la vie dans les quartiers populaires, les distractions, les cérémonies, les travaux et les jours du peuple antillais.

Mais dans ces romans s'élabore également toute une mythologie : pour mieux comprendre les blocages de la société, les écrivains partent à la recherche d'une mémoire collective et transforment la réalité quotidienne. C'est ce réalisme magique et merveilleux que le cours tentera de définir.

Textes: J. Roumain, *Gouverneurs de la rosée* (Messidor); R. Depestre, *Alleluia pour une femme-jardin* (Folio); P. Chamoiseau, *Chronique des sept misères* (Folio); S. Schwarz-Bart, *Pluie et vent sur Télumée Miracle* (Points).

779 Céline et Sartre Jacques Lecarme

Une enquête récente sur les "dix livres français du XXe siècle pour l'an 2000" place en deuxième position *le Voyage au bout de la nuit* de Céline, et en septième *la Nausée* de Sartre. L'auteur de *la Nausée* avait d'ailleurs tenu à placer son roman sous l'invocation de Céline. Aussi est-il naturel de confronter aujourd'hui *le Voyage au bout de la Nuit* (1932) et *Mort à crédit* (1936) avec *la Nausée* (1938), comme avec les nouvelles du *Mur* (1939). On aura ainsi une vue cavalière sur les révolutions du langage romanesque au cours d'une décennie, littérairement, admirable. On pourra se familiariser avec ces deux auteurs prolifiques, en lisant deux biographies honorables (Frédéric Vitoux, *La Vie de L.F.Céline* (Grasset, 1989), Annie Cohen-Solal, *Sartre 1905-1980* (Folio Essais 116).

Textes: Céline, *Voyage au bout de la nuit* (Folio); Céline, *Mort à crédit* (Folio); Sartre, *La Nausée* (Folio); Sartre, *Le Mur* (Folio).

871 L'année littéraire 1951 Francine Dugast

Ce programme permettra d'étudier, sur fond d'histoire, diverses évolutions littéraires que l'on peut déceler dans les productions de l'année 1951, les quatre textes se situant différemment par rapport à une tradition. Il sera aussi l'occasion de dégager les caractéristiques de genres littéraires divers : roman, théâtre, poésie; et d'approcher les œuvres de façon variée, en tenant compte des acquis récents de la critique. (2 heures par jour, 11-31 juillet)

Textes: S. Beckett, *Molloy* (Editions de Minuit); J. Grack, *Le Rivage des Syrtes* (Corti); E. Ionesco, *Les Chaises* (Gallimard); J. Tardieu, "Monsieur, Monsieur" in *Le Fleuve caché* (Poésie Gallimard).

872 Aux frontières de l'autobiographie Joëlle Gleize

De nos jours, l'écrivain, conscient de la porosité des limites entre le souvenir et le fantasme, conscient de la difficulté à dire mais même à connaître la "vérité" sur soi, hésite à nommer autobiographie sa tentative pour cerner quelque chose de lui-même et de son passé. De là, les ruses diverses de l'écriture contemporaine par lesquelles l'écrivain se découvre sans pour autant ôter le ou les masques. Ce sont ces ruses que nous étudierons dans les trois textes.

Textes: G. Perec, *W ou le souvenir d'enfance* (Denoël); M. Duras, *L'Amant* (Minuit); C. Simon, *L'Acacia*.

873 Lire la poésie contemporaine Jean-Marie Gleize

Ce cours se propose d'aborder quelques aspects de la poésie contemporaine en France à partir de la lecture de trois recueils significatifs : *Terraqué* (1942) de Guillevic, *La Rage de l'expression* (1952) de Francis Ponge, "Airs" (1967, dans *Poésie 1946-67*) de Philippe Jaccottet. Ces poètes peuvent être considérés comme participant tous les trois, chacun à sa manière, d'une tentative pour sortir des postulats qui gouvernaient la conception "surréaliste" de la poésie. La lecture de ces œuvres s'efforcera de mettre en évidence quelques-uns des axes autour desquels se joue une redéfinition "moderne" de la pratique poétique: mise en cause du "lyrisme", stratégies pour une poésie objective, ou littérale, ou impersonnelle, soupçon à l'égard des charmes de l'"image", simplicité, brièveté ou minimalisme, achèvement et inachèvement, évidence et obscurité, représentation et autoreprésentation, etc.

Textes: Guillevic, *Terraqué* (Poésie/Gallimard); Ponge, *La Rage de l'expression* (Poésie/Gallimard); Jaccottet, *Poésie 1946-1967* (Poésie/Gallimard).

IV. Didactique/Pédagogie

692 Pédagogie de la phonétique Michelle Lanvin

Le but de ce cours est de présenter et d'analyser diverses techniques pour enseigner la prononciation dans une classe de langue. Le cours commencera par un survol théorique de la phonétique descriptive du français contemporain. On présentera et pratiquera ensuite différentes méthodes pour repérer et classer les erreurs phonétiques à partir d'enregistrements réels. L'étape suivante sera l'élaboration d'exercices correctifs de prononciation. Enfin on s'interrogera sur la manière d'intégrer ces exercices de phonétique corrective dans un cours de langue.

Textes: Monique Callamand, *Méthodologie de l'enseignement de la prononciation* (Clé International); E. Pedoya, *Au plaisir des sons* (Hatier International, 1988).

697 Enseigner le français aujourd'hui
Elisabeth Guimbretière

Ce cours a pour objectif de mener une réflexion méthodologique sur des méthodes et matériels récents publiés en

France afin de permettre aux enseignants de varier leurs techniques pédagogiques et de diversifier les activités dans leur classe.

L'analyse de ces matériels permettra d'aborder successivement la compréhension et l'expression orales, la compréhension et l'expression écrites, les pratiques grammaticales, les jeux et la créativité dans l'apprentissage d'une langue étrangère.

791 Enseignement de la littérature
Jean-Pierre Goldenstein

Ce cours portera sur divers aspects de l'enseignement de la littérature française dans une perspective à la fois théorique (mise à jour des connaissances en matière critique notamment) et pratique (autodocumentation, travail sur le vocabulaire, l'histoire, les références culturelles, conduite de la classe).

Principaux points abordés: Enseigner la littérature? enjeux, outils, méthodes. Interroger la littérature, définir l'objet. Entrées en poésie. Du poème au recueil (l'objet poétique, le texte poétique, la forme poétique, ouverture pour d'autres poèmes, la micro-informatique et la lecture textuelle). Lire les couvertures de romans. Lire les titres de romans (éléments de titrologie, approche empirique, syntaxique, sémantique). Sur le seuil romanesque (ouverture et clôture de romans). Lire un récit complet (Maupassant, *La Petite Roque* : travail sur la langue, recours à l'histoire, vers une lecture textuelle, lire le non-dit).

Textes: Jean-Pierre Goldenstein, *Entrées en littérature* (Hachette FLE, 1990); Blaise Cendrars, *Du monde entier, poésies complètes* (Gallimard Poésie); Guy de Maupassant, *La Petite Roque* (Livre de Poche).

792 Enseignement de la civilisation Louis Porcher

A quoi sert un enseignement de civilisation? A quels publics s'adresse-t-il? Peut-il être intégré à un cours de langue? Quelles méthodes suivre? Comment élaborer une progression adaptée au public? Comment évaluer les performances des élèves? Sur quels documents s'appuyer pour développer la motivation des élèves? De quels savoirs de base l'élève a-t-il besoin pour comprendre une civilisation étrangère ? Quels exercices proposer en classe? Dans quelle mesure peut-on construire des programmes d'enseignement de la civilisation? Comment éviter le risque des stéréotypes? De quels instruments pédagogiques dispose-t-on pour un enseignement utile?

Telles sont les questions qui seront traitées dans le cours et donneront lieu aux activités proposées aux étudiants. Le cours sera orienté vers la préparation de leçons de langue et civilisation immédiatement utilisables par les étudiants dans leurs propres classes dès la rentrée.

Texte: Louis Porcher, *Manières de classe* (Hatier-Didier).

794 Informatique et télématique : pour écrire et travailler en français Odile Challe

Pour s'initier à l'informatique en français, il faut savoir en parler, connaître les bases et manipuler avec aisance. Ce cours se compose d'une introduction à l'informatique désormais indispensable, d'une présentation des principaux ordinateurs et logiciels et d'une réflexion sur l'utilité pédagogique de cet outil d'écriture.
Ces trois aspects seront présentés avec démonstration et complétés de travaux pratiques (traitement de texte, "Compulearn", minitel). L'aspect technique se limitera au point de vue de l'utilisateur qui découvre informatique et vidéotex.
(2 heures par jour, 4-25 juillet)

900 Mémoire de recherche Daniel Jourlait
(réservé aux étudiants en première année de D.M.L.)

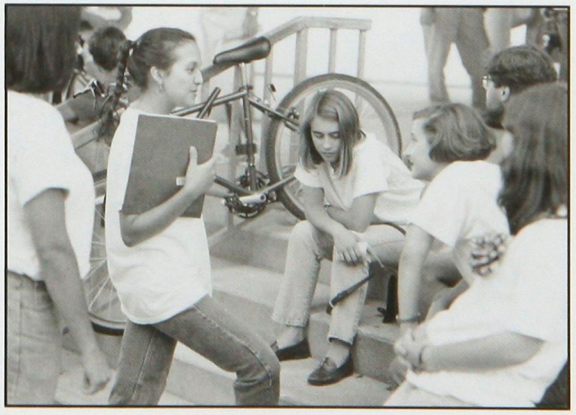
Stage D.M.L.: Recherches et méthodes Louis Porcher
(aucune unité accordée)

Deux types d'activités sont proposés pour les étudiants en D.M.L.

Un atelier hebdomadaire au cours duquel les professeurs présents sur le campus feront le point sur l'état des recherches dans le domaine de leur spécialité. Le schéma de chaque séance restera ce qu'il a été en 1990 : un exposé d'une quarantaine de minutes, fait par le ou les intervenant(s) du jour; une discussion collective autour de cet exposé. Au total, environ 100 minutes de travail. Cette activité est ouverte à tous les étudiants gradués qui souhaitent y participer, comme à l'ensemble des enseignants de l'Ecole française et des autres écoles.

Une réunion hebdomadaire, réservée aux étudiants de D.M.L., et qui sera consacrée aux problèmes méthodologiques que l'on rencontre couramment pendant l'élaboration d'un travail de recherche. L'esprit sera donc essentiellement celui d'une aide intellectuelle et d'un conseil.

Dans les deux types d'activités, le coordinateur veillera à un équilibre entre les diverses spécialités présentes dans l'Ecole française d'été : civilisation, didactique, linguistique, littérature.



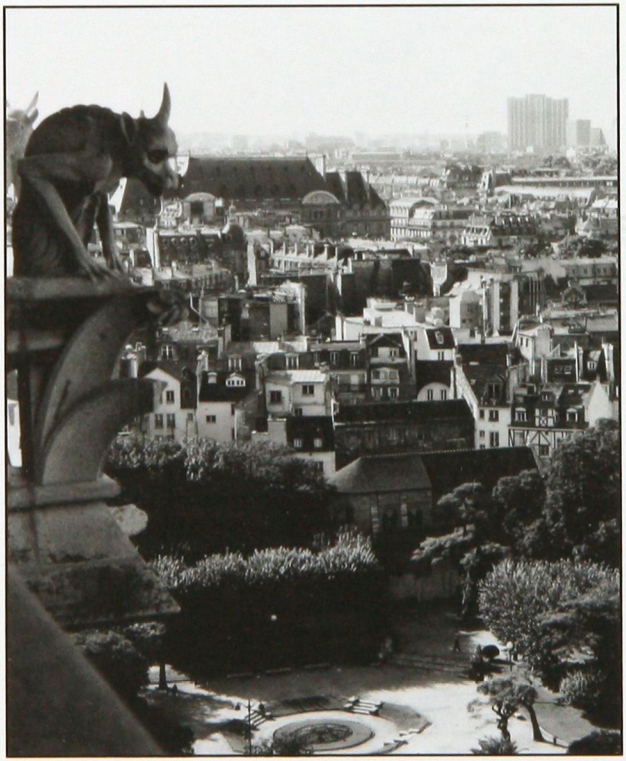
The School in France

Headquarters in Paris
The offices of the Middlebury School in France are located in Reid Hall, 4 rue de Chevreuse, 75006 Paris (Telephone: 011-33-1-43-20-70-57), in the Montparnasse district.

Director (1991/92): NANCY M. O'CONNOR, Professor of French, Middlebury College. Ph.D., Cornell University.

Faculty
Courses are taught by faculty members of the University of Paris X-Nanterre, other branches of the University of Paris and various French institutes.

Living Abroad
Middlebury seeks to offer students abroad a blend of structure and independence. The College's role is to oversee the academic aspects of the experience, while students are responsible for their own finances, and their living and travel arrangements. The French School office in Middlebury maintains a list of student residences, rooms, *au pair* arrangements, and other lodgings, and will advise students on securing housing.



Cost
Students pay only tuition to the Middlebury College School in France, since they are responsible for their own travel, room and board. Bills for tuition for full year and both semester programs are due in August. While individual life styles and circumstances, as well as the rate of the dollar, will cause the estimate to vary, the overall cost - including passage but excluding travel while in Europe - should be approximately between $18,000 and $20,000.

Financial Aid
Financial aid from Middlebury College is only available to students earning an undergraduate or graduate Middlebury degree. Non-Middlebury Juniors should apply to their home institutions. Financial aid is first used to cover tuition. If a balance remains to help cover living expenses, it is sent to the School in France in **two** disbursements, half in October and half in February. Students receiving financial aid therefore must be prepared to cover expenses for lodging and travel for the first month or two in France. For further information, see p. 9 of this Bulletin and the Financial Aid Information Sheet.

Application and Admission
Applications for the junior year program should be submitted by January 31, because the program is often filled by early February. Completed applications for the graduate program will be acted upon as they are received and until all spaces have been filled, sometimes as early as March. In order to comply with various visa and French university requirements, no applications for admission to the School in France can be accepted after May 15. Contact the School in France, Middlebury College, Middlebury, Vermont 05753-6131, telephone: (802) 388-3711, ext. 5523.

The Junior Year Program
Middlebury's junior year program in Paris is open to students who have completed **two full years of college course work,** with at least a B- average overall and a B average in French. They must also have reached a level of proficiency equivalent to the fifth semester of college French, including one course at a level equivalent to Middlebury's introductory courses in literature or civilization by the end of their fourth college semester. The semester option is open to matriculated Middlebury undergraduates only (see below). Attendance at the French School's seven-week summer session on the Vermont campus prior to attending the School in France has always proved beneficial, though it is not a requirement for acceptance in the junior year program. However, in cases where remedial language work appears necessary or desirable, the Dean reserves the right to make final acceptance conditional on successful completion of the seven-week session. Students accepted to the junior year program are expected to maintain their overall academic average as well as their average in French throughout the term of study preceding their registration in Paris.

Juniors enroll for the full academic year in a program of studies designed both to complement courses taken at the home institution and to form a logical link between sophomore and senior years. Beginning in early September, a preliminary session at Reid Hall offers language work and an introduction to Paris. After the preliminary session, juniors may choose among the course offerings in linguistics, literature, cinema, theater studies, art history, philosophy and economics at the University of Paris X-Nanterre; political science, economics, and international relations at the *Institut d'Etudes Politiques* (entrance by examination); and language, literature and civilization at the Middlebury School in France.

Students majoring in political science, or who have a strong interest in political science, may choose to enroll in a special one-year program of study at the *Institut d'Etudes Politiques* leading to the *Certificat d'Etudes Politiques*. Candidates for acceptance in this program must pass an entrance test which covers language and knowledge of current events. Courses in studio art or music may be available to qualified undergraduates by arrangement. Prior approval by the student's advisor and the Dean of the French School are required.

Semester Option

A limited number of students in Middlebury College's B.A. program may apply to the semester program if the full year is not academically feasible for them. Students applying for the semester option must take FR 230 (Introduction to Contemporary France) or the equivalent. Course choices are limited for semester students, as most French university courses are full-year courses. After the preliminary session, students may take courses in literature, language and civilization at Reid Hall. Semester candidates should note the FR 230 requirement and the requirement to register in one language course while in France. **N.B.**: If applying for a semester option, students must state briefly in writing why they must choose it over the full year: experience has shown that most students benefit much more from the full academic year in France.

Credits

A student's workload must be approved by the Director of the School in France. Because a student's home institution determines the number of credits awarded for work abroad, students should discuss the transfer of credit with their advisors well before they go abroad. Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S. Students in the full-year program earn the equivalent of nine Middlebury College course units; Middlebury undergraduates in the semester program earn five units.

The Graduate Program

After successfully completing three courses (three units) at the summer session of the French School on the Vermont campus, M.A. degree candidates begin the academic year in France. (Students will not be allowed to attend the School in France if their conduct or academic performance during the summer is judged unsatisfactory.) During a special preliminary session (worth one unit of credit) offered by the Middlebury School in France in September and October, students are enrolled in two seminars designed to prepare them for advanced university work and to introduce them to the methods and subject areas of the *mémoire*, a short thesis required of all candidates for the M.A. degree.

During the academic year following the preliminary session, graduate students earn the remaining eight units toward the twelve required for their degree. In addition to the *mémoire* (worth two units of credit), six units of course work are chosen from the areas of French language, phonetics, literature, culture and civilization, and business French. Courses may be taken as follows: linguistics, French literature, cinema, theater studies, art history, and Francophone studies at the University of Paris X-Nanterre; advanced language practice, civilization and literature at the Middlebury School in France (Reid Hall); and the French business context at the *Ecole Commerciale de la Chambre de Commerce et d'Industrie de Paris* .

Courses

The following courses have been available in recent years:

*Courses open to graduate students only.
+Courses open to undergraduate students only.
(No symbol means open to both graduate and undergraduate students.)

Preliminary Session

Courses for Undergraduates
Language
Introduction to Paris

Seminars for graduates
Histoire des idées dans la littérature du XXe siècle
La femme dans le roman français du XIXe siècle
Ecritures poétiques contemporaines
L'école en France: de l'école maternelle à l'université
Les partis dans le système politique français
La presse écrite en France
Paris au singulier et au pluriel

Université de Paris X-Nanterre

(for the most part, year-long courses)

Linguistique:
Introduction à la linguistique
***Ancien français**
Pratique du français universitaire
***Didactique du français langue étrangère**
***Sémiotique textuelle et poétique**

Littérature:
+Lecture de textes littéraires

L'amour fou
Littérature du moyen âge
Le thème de l'exil
Racine et Shakespeare
***Moralisme et immoralisme: roman du XVIIIe siècle**
***L'autoportrait**
***Les tendances de la critique moderne**
***Le roman de Balzac à Robbe-Grillet**
***Littérature pour les enfants**
***Littérature et enseignement du français**

Littérature d'expression française:
La littérature française du Québec
Le roman africain et antillais
Identités culturelles et francophonie

Cinéma:
Analyse de films
Histoire de l'art cinématographique
***Théâtre et cinéma**
***Le récit cinématographique**

Etudes théâtrales:
Du théâtre antique au théâtre classique français
Initiation aux techniques de la scène
La mise en scène de la Révolution
Initiation à l'esthétique théâtrale
Théâtre du XIXe siècle, du XXe siècle
Théâtre et roman

Histoire de l'art et archéologie:
Initiation à l'art médiéval, moderne, l'art du XIXe siècle
Art du XXe siècle
+Art grec, Art byzantin, Arts d'Afrique
Architecture et urbanisme aux XIXe et XXe siècles
***Pratique de l'art médiéval**
***Musique et société en France**

Sciences économiques:
+Microéconomie
+Démographie économique
+Problèmes monétaires internationaux
+La construction européenne

Courses in history, philosophy, and sociology, American literature, psychology, and religion are also taught at the Université de Paris X-Nanterre.

Institut d'Etudes Politiques

(year-long courses)

Vie politique et société françaises aujourd'hui
+Les grandes lignes de partage du monde contemporain
+Politique économique de la France
+Histoire politique comparée du monde développé
+Histoire sociale et culturelle des pays d'Europe
+Relations internationales depuis 1945

+Morphologie comparée des sociétés européennes
+Grands enjeux du débat politique, économique et social
+Politique économique et sociale française et son intégration européenne
+Politique d'unification européenne
+La France dans les relations internationales

Middlebury

(semester courses)

+Parole et communication
Le fonctionnement communicatif du rythme et de l'intonation; l'utilisation de la transcription phonétique; enregistrements sonores; films vidéo.

+Structurer les discours écrits
L'étude parallèle de certains types de discours écrits - lettres, discours persuasifs, récits, rapports - et des structures grammaticales qui leur sont particulières.

***Pratiques de l'écrit**
Pour faire acquérir aux étudiants une bonne maîtrise du français: reformulation, explication, développement, argumentation, etc.

***Traduction**
Textes littéraires, juridiques, de bandes dessinées, de publicités, d'articles de journaux, de proverbes... Du français à l'anglais et *vice versa*.

La France: de l'Absolutisme à la Révolution et à l'Empire
Art, pensée, structures politiques du XVIIe siècle; la transformation des structures économiques et des structures mentales qui mène à la Révolution.

La France: dix-neuvième et vingtième siècles
De la révolution industrielle à 1945, l'évolution de la France dans un contexte mondial.

***Promenades parisiennes dans la littérature française**
Aspects pittoresques et motivations profondes, de Villon à nos jours.

+Paris à travers la littérature française
Romantisme, réalisme, intimisme...Comment se traduisent en littérature les transformations de Paris entre 1830 et 1914.

+La saison théâtrale à Paris
Analyse de la réception du spectacle théâtral et acquisition d'un vocabulaire pour en rendre compte: scénographie, mise en scène, distribution, direction d'acteurs, etc.

+Courants et paradoxes dans l'art européen du XIXe siècle
Approches de l'œuvre d'art pictural (psychanalytique, sociologique, thématique) et ambiguïtés relationnelles entre théorie et pratique, du néoclassicisme au fauvisme.

+Urbanisme et architecture de Paris
Les rapports existant entre les productions artistiques et les diverses manipulations idéologiques, en relation étroite avec le contexte historique.

Ecole Commerciale de la Chambre de Commerce et d'Industrie de Paris (E.C.C.I.P.)

(year long course)

***Aspects sociaux, économiques et géographiques de la France contemporaine: le français des affaires.**
(Students enrolled in this course take the examination for the *Diplôme supérieur de français des affaires* at the end of the academic year.)

Teaching Internship

By special arrangement, qualified graduates and undergraduates may also do a *stage* (teaching internship) in English at a level corresponding to junior or senior high school. *Stages* may also be available for graduates at l'E.C.C.I.P. and l'E.S.I.T. (Ecole Supérieure d'Interprètes et de Traducteurs). (No credit is given for the *stages*.)

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

TIMOTHY LIGHT
President of Middlebury College
Ph.D., Cornell

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale

JOHN BERNINGHAUSEN
Acting Director of the Language Schools, 1990-91
Professor of Chinese
Ph.D., Stanford

Middlebury College Language Schools	**Schools Abroad**
Arabic	Florence
Chinese	Madrid
French	Mainz
German	Moscow
Italian	Paris
Japanese	
Russian	
Spanish	

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation, and Section 504 of the Rehabilitation Act of 1973. In so doing Middlebury College does not discriminate against any individual on the basis of race, color, sex, religion, ethnic origin or handicap in any of its programs or activities. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The French School
Middlebury, VT 05753 - 6131

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Middlebury College

1991-92

The Italian School
Middlebury College
Middlebury, Vermont 05753-6131
802/388-3711, ext. 5543

Summer 1991
June 28 - August 16
(Seven-Week Session)
Total: $3550
(Tuition $2310; Board $880; Room $360)

July 1 - August 16
(Six-Week Session)
Total: $3465
(Tuition $2310; Board $820; Room $335)

Academic Year 1991-92
The School in Italy
Graduate and Junior Year Programs
Tuition: Full year - $7600; Semester - $3900

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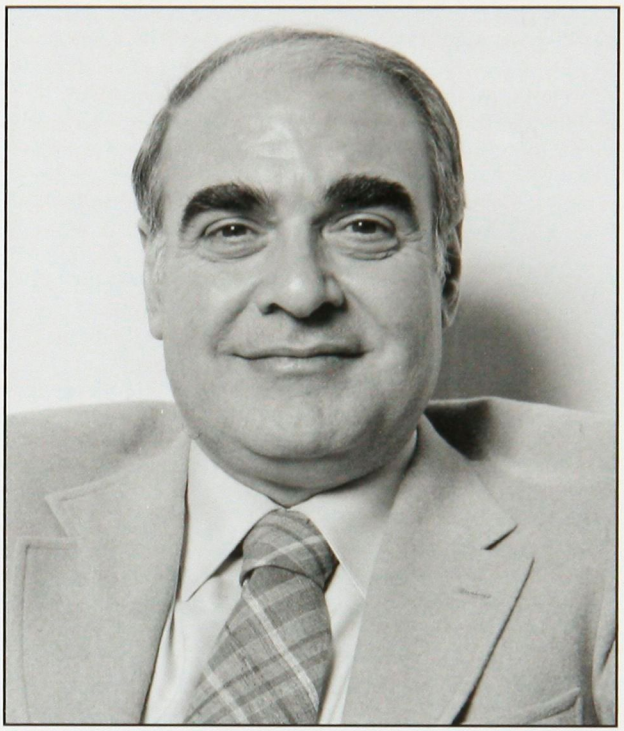
Letter from the Director



On August 10, 1990, on the occasion of the Language Schools Commencement, Middlebury College conferred the degree of Doctor of Laws, *honoris causa*, on the Hon. Giovanni Spadolini, President of the Italian Senate. Before delivering his commencement address entitled "European Civilization and American Civilization" Senator Spadolini, a university professor since 1950, spoke informally to the students and the faculty of the Italian School; his very informative talk was followed by a cordial and lively question-and-answer period. President Spadolini's visit to the Middlebury campus and his meeting with the members of the Italian School was the crowning event of the 1990 session of the Language Schools, which celebrated their 75th anniversary last summer.

The program for the 1991 session, the Italian School's 60th, promises to be no less varied and challenging than the preceding ones. The School is indeed offering a number of intensive and stimulating courses dealing with the language, the literature, the culture and the civilization of Italy in all its most significant aspects. These courses will be taught by a group of experienced faculty members whose home institutions are located in Italy, in Canada and in the United States.

What makes the Middlebury experience definitively unique is its long-standing observance of the "language pledge," a commitment each student makes in writing to use the Italian language exclusively for the duration of the entire session. In spite of the high demands this formal pledge places on all, the students themselves consider it to be a most valid and effective tool for the learning process. This rule, therefore, is strictly enforced at all times.

Certainly the success of the summer session is largely due to the fact that students and faculty live under the same roof and take part in all the cultural and social activities sponsored by the School and, in some cases, by the students themselves. This helps to create a cordial and collegial atmosphere which is very conducive to learning and is unlikely to be duplicated elsewhere.

In 1991 the first three levels of instruction will remain substantially unchanged. At the graduate level, a special new course, IT 560 Theater Workshop, will be added to the three core courses regularly taught: IT 502, 556 and 601. Continuing with a two-year cycle that was initiated in the summer of 1987, advanced literature courses will focus on the period from the *Trecento* to the High Renaissance: they will include an introductory course on Medieval and Renaissance literature, a seminar on Boccaccio's *Decameron* and a course on Renaissance Epic. To maintain as broad a course selection as possible, and anticipating next summer's concentration on the modern and contemporary periods, a course on Leopardi and 19th century Italian poetry and a course on cinema and society will also be taught.

To serve the particular needs of those graduate students who are primary and secondary school teachers of Italian, the School has decided to offer IT 792, a six-week *Tirocinio*/Workshop, dedicated to the development of instructional materials at various levels.

A special feature of the 1991 session will be the presence on campus of the distinguished Italian movie director Giuseppe De Santis as "Artist in Residence" in the Italian School. Both students and faculty will certainly benefit greatly from the many contributions that Mr. De Santis will bring to the cultural life of the School during his stay in Middlebury.

The wide range of courses again planned by the Italian School will offer prospective students a great opportunity to pursue linguistic, cultural, and literary studies under the close guidance of a distinguished and dedicated faculty.

In attesa quindi di incontrarci o di rivederci a Middlebury e di trascorrervi una piacevole quanto proficua estate insieme, a nome della Scuola Italiana porgo a tutti un cordiale saluto.

Il Direttore
Edoardo A. Lebano

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of languages from beginning to graduate levels. The French and Spanish Schools opened in 1916 and 1917, the Italian School in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. In 1949, Middlebury initiated its schools in Europe with the first session of the Middlebury College School in France in cooperation with the University of Paris. In 1951 a similar program in Madrid opened, after which Middlebury established schools in Mainz (1959), Florence (1960), and Moscow (1977). Each of the schools abroad offers both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont. The intensive language programs in Arabic, Chinese, French, German, Japanese, Russian and Spanish, and graduate programs and opportunities for study abroad in French, German, Russian and Spanish are described in the bulletins of the respective schools.

The Language Schools are dedicated to the premise that without real competence in the language there can be no true cultural understanding, and that to be effective, language teaching must provide meaningful insight into the foreign culture. All instruction is intensive and all courses are taught in the foreign language. A "total immersion" experience in dormitories, at meals, and through extra-curricular activities enhances student proficiency. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music, and theater are an integral part of the program.

The Language Schools offer programs to answer the needs of various audiences:

- *those who wish to earn an advanced degree in a foreign language or in a combination of a foreign language and English;*
- *undergraduate and graduate students who wish to enrich their program of studies at Middlebury or abroad and transfer the credits to their home institutions;*
- *students, teachers and other professionals who wish to improve or refresh their foreign language skills or acquire proficiency in a new language necessary for their careers;*
- *teachers who wish to apply new technologies and methodologies in their foreign language classes.*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College thus in fact is an international university with a student body of international orientation. Faculty and program directors at the summer session and at the schools abroad represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students make a formal commitment to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of one's commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, and the Music Library with over 10,000 recordings. The Freeman Language Laboratory has individual and group facilities and a large selection of audio and video materials to

assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

The Italian School

In Italian, graduate and undergraduate courses are offered during the summer on the Vermont campus, and during the academic year, graduate and junior year study is offered at the Middlebury School in Florence. All programs of study emphasize both the development of language skills and the understanding of Italian culture. Classes from beginning courses through the doctoral level are taught in Italian, and all summer programs are *intensive*.

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous exposure to the language.

A summer at the Language Schools is an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill, and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

Graduate Degrees

A normal load for graduate students is three courses per summer, to be selected in consultation with the director and the dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the results of placement tests taken prior to registration. Some students may be required to take one or more courses at a lower level for undergraduate credit before beginning a full load of graduate work.

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education.

Students must successfully complete a preliminary summer of study (summer of application) on the Vermont campus before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees. The M.A. degree in Italian is comprised of twelve courses to be taken over a series of summers on the Vermont campus or in a combination of a summer in Vermont and an academic year in Florence. The curriculum is designed as a broadly-based program of study in itself, rather than as the first stage of a doctoral program.

Students must fulfill the following minimum distribution requirements: one language course (unit) at the 500-level, one language or linguistics course (unit) at the 600-level, two units in civilization, three in literature courses, and, for those students who plan to teach, one unit in methodology or professional preparation. An M.A. candidate who wishes to finish degree requirements in Florence must also present an independent research project worth two units of credit.

Students who wish to fulfill M.A. degree requirements in Florence must successfully complete three graduate courses, including a 600-level (or above) literature course, on the Vermont campus prior to enrolling in the School in Italy. Admission to the School in Italy is based on performance in the summer courses and on faculty recommendation.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program.

Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

The Hon. Giovanni Spadolini, President of the Italian Senate, receives an honorary degree at Commencement.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A masters degree in Italian is a prerequisite for admission to the program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Italian; two graduate courses in a second language (French, German, Russian, or Spanish); comprehensive examinations in both languages; one year's residency in Italy; proof of successful teaching experience; a dissertation and its oral defense.

All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Italian and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which must be begun and completed within the six weeks of the graduate session.

Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Credits

Credit is defined in terms of *units*. One unit equals three semester hours. The seven-week session (levels 100-399) normally carries a total of three units (nine semester hours) of credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury. *(All credits expire after ten years. The Middlebury College Language Schools do not calculate grade point average or class rank.)*

Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving.

Transfer Credits

After formal admission to a graduate degree program, candidates may request permission from the dean to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken after successful completion of the initial summer and formal admission to degree candidacy may be transferred (i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree).

In past years two-week graduate seminars have been offered in some of the Language Schools. Please note that only a total of two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. These units may not be applied toward the M.M.L. or the D.M.L. degrees.

All transfer credits must have been obtained at the graduate level at an accredited college or university offering graduate credit towards an advanced degree. The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury graduate degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Auditing

Non-enrolled students may occasionally be allowed to audit upper-level courses with the director's permission. Auditing is not permitted in levels 100-399, nor are students in those courses permitted to audit courses. Auditing costs per week are $845 (tuition $485; room and board $360).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer sessions and the graduate academic year programs abroad. Aid for the summer is in the form of grant and/or work. Loans may also be available to students enrolled in a Middlebury College degree program. Aid for the academic year abroad is in the form of grant and loan. (Please note: Financial aid for study abroad is not available to undergraduates from other institutions. Consult the financial aid office at your home institution.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid Application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you should also complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited, so you should send a COMPLETE application to the office of Financial Aid as soon as possible after January 1 to insure the best possible chance of receiving aid. A complete application includes all relevant documents as listed on the checklist on the first page of the Language Schools Financial Aid application. We will begin reviewing your application for completeness upon receipt of the first document you send. Aid decisions for students going abroad are made at the same time as those for students in the summer session; we will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

The only cost for the academic year which is payable to Middlebury College is tuition. However, due to federal regulations which require enrollment verification prior to disbursement of federal funds, in cases where financial aid exceeds tuition NO financial aid will be refunded until you are already abroad. Therefore, you must plan ahead to have money to cover travel, books, and the first month of living expenses abroad. Those students receiving financial aid to go abroad will have a chance during the summer to make individual appointments in the Office of Financial Aid to discuss the logistics of the academic year aid package in detail.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a language school application, call the language school to which you are applying.

Scholarships

The following scholarships have been established in honor of students, friends or faculty of the Italian School: The Cesare Barbieri Endowment Fund, Salvatore J. Castiglione Memorial Scholarship Fund, Joan R. Costa Scholarship, The Joan F. Giambalvo Scholarship Fund, The Dr. Nicholas Locascio Scholarship Fund, Anna and Luke J. Nolfi Scholarship, The Kenneth Sozzi Memorial Scholarship Fund, and the Rotary Club Milano Nord.

The Lois Behrman Watson '51 Scholarship fund was established in 1987 to provide financial aid to teachers who are attending the Masters or Doctoral program of any of the Language Schools on the Middlebury campus or at the schools abroad.

Candidates for financial aid need not apply for a specific scholarship. All applicants will automatically be

considered for an award from the appropriate scholarship listed above or from the general grant fund.

Awards

Each summer the Merlino-Mezzotero Award and the Camillo P. Merlino Award are given to graduate students in Italian for academic achievement.

Fees

A non-refundable fee of $35 must accompany each new student's application. Upon acceptance, all students are required to pay a $175 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollment. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Students may apply for admission for a single summer at any level, for the junior year program, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Florence. They may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students at the summer sessions must be high school graduates and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on examinations administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

Applications are processed until the start of the program in June, but as the school may be fully subscribed by mid-April, early application is desirable. For more information or an application, contact the Italian School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753-6131
802/388-3711, ext. 5543

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.

Administration, Faculty and Staff

Director: EDOARDO A. LEBANO. Professor of Italian and Director, Center for Italian Studies, Indiana University. Ph.D., The Catholic University of America.

Dean (January-June 1991)**:** GABRIELLA COLUSSI ARTHUR. Associate Lecturer, York University. M.A., University of Toronto.

Dean (1991 Summer Session): MICHAEL LETTIERI. Assistant Professor of Italian, Erindale College, University of Toronto. Ph.D., University of Toronto.

Faculty

SALVATORE BANCHERI. Senior Tutor of Italian, Erindale College, University of Toronto. Ph.D., University of Toronto.

ANNA CAROZZA. Lecturer in Italian, University of Wisconsin-Milwaukee. Abilitazione magistrale, Roma; B.S., University of Wisconsin-Milwaukee.

WALTER CENTUORI. Associate Professor of Italian, University of Nebraska, Lincoln. Dottore in Lettere, Università di Napoli.

PAUL COLILLI. Associate Professor of Italian, Laurentian University. Ph.D., University of Toronto.

GABRIELLA COLUSSI ARTHUR. (see above).

GIUSEPPE DE SANTIS. Artist in Residence. Regista cinematografico. Docente presso il Centro Sperimentale di cinematografia di Roma.

ROSA BELLINO GIORDANO. Teacher of Italian, Lyons Township High School, La Grange, Illinois. M.A., Rosary College.

EDOARDO A. LEBANO. (see above).

MICHAEL LETTIERI. (see above).

ALBERT N. MANCINI. Professor of Italian and Romance Languages, Ohio State University. President, American Association of Teachers of Italian. Dottore in Lettere, Università di Napoli; Ph.D., University of California, Berkeley.

ROCCO MARIO MORANO. Professore di Ruolo nelle Scuole Superiori di Stato. Direttore della rivista letteraria *Campi immaginabili*. Dottore in Lettere, Università di Napoli.

ENRICO POZZI. Professore Associato di Sociologia, Università di Roma. Dottore in Lettere, Università di Roma.

GRAZIA VIVA POZZI. Ricercatrice, Consiglio Nazionale delle Ricerche, Roma. Dottore in Lettere Moderne, Università di Roma.

MEME AMOSSO SACCONE. Coordinator of Italian Undergraduate Program, Johns Hopkins University. Dottore in Lettere Moderne, Università di Torino.

STEFANO SOCCI. Instructor of Italian, Middlebury College School in Florence. Dottore in Lettere, Università di Firenze.

Administrative Staff

CHRISTINE BELLI. Assistant to the Director. M.A., Montclair State College. M.A., Middlebury College.

LETIZIA GRASSO. Bilingual Secretary. M.A., Middlebury College.

SANDRA BONOMO WERNER. Secretary of the Italian School.

Intensive Language Courses

Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. Schedules, texts, and staffing are subject to change.

+ designates courses in the seven-week session.

Level 100

The first-year program consists of three components: grammar and drills, introduction to culture and civilization, and an overview of current events and ideas.

151-152-153 Elementary Italian+ Carozza, Giordano

Designed to provide a solid foundation in both spoken and written Italian, this intensive introduction permits comprehensive coverage of basic structures and vocabulary. Exclusive use of the language in dialogues and drills encourages development of linguistic awareness in a meaningful and dynamic context, while class discussions and reports broaden the student's view of Italian life and culture. Attendance at the language laboratory is an integral part of the course. (3 Units)

Required Texts: E.A. Lebano & P.R. Baldini, *Buon giorno a tutti!* First Year Italian. 2nd Edition. New York: John Wiley (1989); Ugo Skubikowski, *Workbook to Accompany Buon giorno a tutti!*. 2nd Edition. New York: John Wiley (1989).

Recommended Texts: P. Castiglione, *Italian Phonetics, Diction and Intonation*. New York: S.F. Vanni (1982); S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti*. Milano: Garzanti (1984).

Level 200

Students at the second level are placed in 251-252-253 or 261-262-263 on the basis of their performance on the placement examination administered before course registration.

251-252-253 Intermediate Italian+

Colilli, Colussi Arthur

A review and consolidation of the structures of contemporary Italian, this course also provides systematic enrichment in vocabulary and idiomatic expressions. Conversation, compositions, and oral reports will help to increase fluency and naturalness while preparing the student for a more sophisticated and integrated use of the language in a variety of spoken and written situations. Instruction in phonetics and a language laboratory program are featured components. (3 Units)

Required Texts: P. Borrani Castiglione, *From English to Italian (level II)*. Firenze: Libreria SP 44 (1987); S. Bancheri, P. Colilli, D. Iuele Colilli, M. Lettieri, *Lettura e conversazione*. Toronto: University of Toronto Press (1987).

Recommended Texts: P. Castiglione, *Italian Phonetics, Diction and Intonation*. New York: S.F. Vanni (1982); S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti*. Milano: Garzanti (1984).

261-262-263 Advanced Intermediate Italian+

Centuori, Bancheri

Intended for students at the intermediate level with a higher performance on the placement exam and/or for those students who plan to attend the Middlebury College School in Florence, this course will afford the opportunity to expand oral and written skills while consolidating knowledge of grammar. A variety of aspects of contemporary Italy will be explored through edited and unedited texts drawn from a variety of media: newspapers, magazines and literary works. Additional assignments will focus on films, TV programs and popular music. Class work will be evenly divided between grammatical and cultural components (two hours daily for each). (3 Units)

Required Texts: E. Vittorini, *Conversazione in Sicilia*. Torino: Einaudi; A. Napolitano, M. Devine, *Manuale di grammatica italiana*. Saratoga, CA: Anma libri (1979); R. Uslenghi Maiguashca et al. *Schede di lavoro*. Vol. II. Toronto: University of Toronto Press (1985). Additional material will be provided by the instructor.

Recommended Texts: S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti*. Milano: Garzanti (1984); P. Castiglione, *Italian Phonetics, Diction and Intonation*. New York: S.F. Vanni (1982).

Level 300

Students at the 300 level normally take 301, 302, and 354. Especially well-prepared students may, by permission of the director, substitute 356 or 360 (Theater Workshop) for 354.

301 Italian Grammar: A Cognative Approach+
G. Pozzi, Morano

The purpose of this course is to improve self-expression by solidifying command of salient grammatical structures. Building on knowledge already acquired, the student will be introduced to those complex and potentially troublesome parts of speech from an intellectually logical as well as functional perspective. Emphasis will be placed on written and oral expression. (1 Unit)

Required Texts: G. Pittano, *Lingua, espressione, comunicazione.* Milano: Mondadori; R. Uslenghi Maiguashca et al. *Schede di lavoro.* Vols. I-II. Toronto: University of Toronto Press (1985).

Recommended Texts: M. Hazon, *Grande dizionario Hazon Garzanti, inglese-italiano, italiano-inglese.* Milano: Garzanti; Sandron, *Dizionario fondamentale della lingua italiana.* Novara: Istituto Geografico De Agostini (1982).

302 Italian Conversation: Patterns of Communication+
Lettieri

A systematic introduction to a variety of conversational patterns centered around topics of general interest, such as work and the family, private and public life, political and moral problems, education, religion, hobbies, the media. The instructor will lead students in exploring meaningful communicative situations and the many possibilities of acceptable and creative linguistic expressions. There will be ample use of audio-visual materials. (1 Unit)

Materials for this course will be provided by the instructor.

354 Modern Italian Writers: An Introduction to the Study of Italian Literature+ Bancheri

The aim of this course is to read, analyze, and discuss texts of Italian prose from a grammatical, syntactical, and stylistics perspective. Within this context, literature will be used primarily as a vehicle for the reinforcement and enrichment of linguistic performance. Classes will include lectures, group analysis of sample written work presented in class by students, and discussion of texts. (1 Unit)

Required Texts: I. Calvino, *Il visconte dimezzato.* Torino: Einaudi; I. Silone, *Fontamara.* Milano: Mondadori; E. Vittorini, *Conversazione in Sicilia.* Torino: Einaudi; S. Sciascia, *Il giorno della civetta.* Torino: Einaudi.

Recommended Texts: M. Hazon, *Grande dizionario Hazon Garzanti, inglese-italiano, italiano-inglese.* Milano: Garzanti; Sandron, *Dizionario fondamentale della lingua italiana.* Novara: Istituto Geografico De Agostini (1982).

356 Italy Today: Patterns of Transition and Innovation+
E. Pozzi

For course description and texts, see 556 in the graduate section. (1 Unit)

360 Theater Workshop+ Socci

For course description and texts, see 560 in the graduate section. (1 Unit)

Graduate Courses

502 Advanced Italian: Studies in Language Saccone

Designed to develop oral and written proficiency at the advanced level, this course meets daily for two hours: one hour dedicated to the study of patterns and structures, and one hour to oral expression. Students will be required to submit essays, give oral presentations of increasing length and complexity, and participate in class discussions.

Note: This course is obligatory for all first time students except those exempted on the basis of a placement examination. Students scoring low on the placement test may be required to take 301 for undergraduate credit before attempting 502. (1 Unit)

Required Texts: G. Pittano, *La comunicazione linguistica.* Milano: Edizioni Scolastiche Bruno Mondadori (1985); I. Calvino, *Il barone rampante.* Torino: Einaudi; N. Ginzburg, *Lessico famigliare.* Torino: Einaudi.

Recommended Text: Sandron, *Dizionario fondamentale della lingua italiana.* Novara: Istituto Geografico De Agostini (1982).

556 Italy Today: Patterns of Transition and Innovation
E. Pozzi

A multi-media presentation of various aspects of present-day Italian life and culture with emphasis on current and latent trends both in the individual and the social spheres. Students will also examine some widespread stereotypes to understand the complex reality behind the appearances. A variety of materials will provide a multi-faceted exposure to contemporary Italy and to the Italian language. (1 Unit)

Required Text: Paul Ginsborg, *Storia d'Italia dal dopoguerra a oggi. Società e politica (1943-1988).* Torino: Einaudi (1989).

560 Theater Workshop Socci

This course will examine the relationships existing between the literary language and the theatrical language through a close reading of the *novelle "Tutto per bene," "La veglia"* and *"La signora Frola e il signor Ponza suo genero,"* which Pirandello eventually adapted for the stage. As a special project, students will be asked to write the stage version of a significant literary work assigned by the instructor. All students in this workshop are expected to act in and/or to help in the production of the play that will be performed prior to the end of the session. (1 Unit)

Required Texts: L. Pirandello, *Tutto per bene - Come prima, meglio di prima.* Milano: Oscar Mondadori; L. Pirandello, *Liolà - Così è (se vi pare).* Milano: Oscar Mondadori. Given the special nature of this course, all additional material will either be provided by the instructor or will be available in the library.

601 Stylistics: Techniques of Composition and Interpretation G. Pozzi

This course is designed to meet the needs of students who already have a high degree of proficiency in Italian. We will read and analyze a number of selections from modern authors for their effectiveness and manner of expression. Discussions will also focus on the language of advertising, sports, politics, as well as on the relationship between written and spoken Italian. Oral and written assignments will include summaries, paraphrases, comments, interpretations, and creative variations of the form of discourse. Final written examination. (1 Unit)

Required Texts: G. Pozzi, R. Ascari, *L'analisi del testo - il testo dell'analisi* (manuscript); T. De Mauro, *Guida all'uso delle parole.* Editori Riuniti (1980).

Recommended Text: Maurizio Dardano, *Nuovissimo Dardano. Dizionario della lingua italiana.* Roma: Curcio (1987).

610 Introduction to Medieval and Renaissance Italian Literature Mancini

An historical overview and evaluation of Italian literature from the mid-*Trecento* through the High Renaissance period. Selected readings from major works of representative authors will illustrate dominant intellectual trends and important developments of the literary forms. Lectures and discussions will explore topics such as the interrelationship between literature and society, and between literature and the visual arts and music. (1 Unit)

Required Texts: M. Pazzaglia, *Letteratura italiana. Testi e critica con lineamenti di storia letteraria.* Vol. I, Bologna: Zanichelli (1985); N. Machiavelli, *Il principe,* ed. E. Janni. Milano: Rizzoli (1983); B. Castiglione, *Il libro del cortegiano,* ed. E. Bonora. Milano: Mursia (1976).

Recommended Text: R. Montano, *Cultura e letteratura.* Napoli: Conte/G.B. Vico (1987).

675 Leopardi and 19th Century Italian Poetry Morano

A general introduction on Italian Romanticism; reading and commentary of poems by Ugo Foscolo, Alessandro Manzoni, and Giacomo Leopardi. Special emphasis will be placed on the significance of Leopardi's works in prose and verse. Lectures and class discussions. (1 Unit)

Required Texts: G. Leopardi, *Canti,* a cura di N. Gallo e C. Garboli. Torino: Einaudi; G. Leopardi, *Operette morali: Essays & Dialogues,* University of California Press (paperback); U. Foscolo, *Ultime lettere di Jacopo Ortis-Poesie,* a cura di M. Puppo. Milano: Mursia; A. Manzoni, *Liriche e tragedie,* a cura di L. Caretti. Milano: Mursia.

Recommended Texts: W. Binni, *Ugo Foscolo. Storia e poesia.* Torino: Einaudi; L. Blasucci, *I titoli dei Canti e altri studi leopardiani.* Napoli: Morano; F. Ulivi, *Manzoni.* Milano: Rusconi; S. Timpanaro, *Classicismo e illuminismo nell'Ottocento italiano.* Pisa: Nistri-Lischi.

701 Italian Cinema and Society: Images of Reality and the Reality of Images E. Pozzi

This course has a double aim: first, to present the essentials of a semiology of images as found in representative samples of films and TV programs; second, to explore the intricate connections between the reality of Italian society and its reinvention and rearticulation in the grammar and syntax of visual images. Important full-feature films, TV shows and serials will be studied and discussed from different perspectives. Lectures and discussions. Mid-term report and final examination. (1 Unit)

Required Texts: C. Metz, *Semiologia del cinema,* Milano: Garzanti (1989); C. Lizzani, *Il cinema italiano,* Editori Riuniti.

766 Boccaccio's *Decameron* Mancini

The *Decameron* is the preeminent masterwork of early Italian prose. A complex set of short stories, it offers a panorama of fourteenth century European society and a point of entry into some great traditions of world narrative. This seminar will concentrate on a close reading of the most representative *novelle*; lectures and classroom discussions will aim at appraising each *novella* in its relation to the *day* to which it belongs, and each *day* in the context of the author's general program of narrative. Other topics will include the *Decameron*'s structure, language and style, literary antecedents, and recent trends in Boccaccio criticism. (1 Unit)

Required Text: G. Boccaccio, *Decameron*, ed. C. Segre. Milano: Mursia (1982).
Recommended Text: C. Muscetta, *Boccaccio.* Letteratura italiana Laterza. Bari: Laterza (1972).

775 Italian Renaissance Epic Lebano

After a brief introduction on the development of chivalric poetry in Italy from the *cantari popolari* to the end of the 16th century, this course will focus on a close reading of Ariosto's and Tasso's masterpieces. These will be preceded by lectures aimed at illustrating the life and the cultural formation of the poets as well as the meaning, importance and influence the *Orlando Furioso* and the *Gerusalemme liberata* had on other Italian and foreign authors. Renaissance theories about the epic poem will also be discussed. Students will be assigned specific cantos, books or articles of critical nature for presentation and discussion in class. (1 Unit)

Required Texts: L. Ariosto, *Orlando Furioso*, a cura di L. Caretti (2 vols.). Milano: Garzanti; T. Tasso, *Gerusalemme liberata*, a cura di L. Caretti. Milano: Mondadori.
Recommended Text: N. Sapegno, *Compendio di storia della letteratura italiana.* Vol. II. Firenze: La Nuova Italia.

792 *Tirocinio*/Workshop Giordano

Under the guidance of an experienced master teacher, students will examine the language texts and the cultural readers most widely used in primary and secondary schools, colleges and universities. They will discuss and set goals for the various levels of instruction and will develop instructional materials including oral proficiency activities. Special attention will be given to the preparation of "mini-units" for third and fourth year-level courses. All materials developed will be shared by course participants. (1 Unit)

Participants are requested to bring along a copy of the text(s) used in their schools. All other required material will be made available in the library.

800 Independent Study Lebano

By permission only. (1 Unit)

DM 902 Research Paper Lebano

Special Program: Giuseppe De Santis, Artist in Residence

During the 1991 session, Giuseppe De Santis, one of Italy's most eminent movie directors, poet and critic, will be the Italian School's first "Artist in Residence."

Better known in this country for his internationally acclaimed and powerful neorealist film *Riso amaro* (Bitter Rice), which was nominated for an Oscar in 1950, Mr. De Santis has directed several other award-winning movies, among which *Roma ore 11* (1952), *La strada lunga un anno* (1958), and *Italiani brava gente* (1963). During his stay in Middlebury, Mr. De Santis will lecture informally on neorealist cinema and on the present status of cinematographic production in Italy; he will also introduce the viewing of some of his most significant works seen in the context of the Italian as well as the foreign cinema of the period.

A concert by the Duo Gulli-Cavallo was one of the highlights of the Language Schools' 75th anniversary celebration.

The School in Italy

12, via Verdi
50122 Florence, ITALY
Tel. 011-39-55-24-57-90
Fax. 011-39-55-24-57-90

Director: Anna Barsanti
Secretary: Patrizia Nesti

The school, or *Sede*, is located in the center of Florence, a block from the square of Santa Croce and a short walk from the University. Housing is not provided for students, but the school provides a list of apartments and families where students have lived in previous years, and every effort is made to help students find congenial housing in Florence. All courses organized by Middlebury College not held at the University of Florence meet at the *Sede*.

The Graduate Program

After successfully completing three courses (units), including a 600-level literature course, at the summer session on the Vermont campus, M.A. degree candidates begin the academic year with two year-long courses (from September to May) in language and literature at the *Sede*. In November, after consultation with the director, students choose two University of Florence courses in the areas of art history, economics, ancient or modern history, political science, linguistics, theater studies, philology, archaeology, and literature. Students must fulfill the following minimum distribution requirements: one language course (unit) at the 500-level, one language or linguistics course (unit) at the 600-level, two units in civilization, and three in literature courses.

Every graduate student must complete an independent research paper based in part on course work done during the year. Permission may be granted to write a paper on other topics under the supervision of a faculty member. The paper (35-40 pages in length) should demonstrate a high level of written control of the language as well as critical and analytical skills.

The Junior Program

Competence in Italian is an essential ingredient for success in the program. To enroll, students must have completed the equivalent of five semesters of undergraduate Italian, or one year of undergraduate Italian followed by a summer of study at Middlebury. Non-language majors are welcome to apply if they have reached the requisite level of language proficiency. If preparation is judged insufficient students may be required to attend a preliminary summer in Vermont

where they must successfully complete IT 261-262-263 or Level III courses with a minimum grade of B.

There is a full-year or single semester option available to undergraduates. First-semester courses will run from September to December and second-semester from January to May. After a first week without classes to be used for house-hunting, the academic year/term begins. Full-year juniors enroll in language, literature and civilization courses at the *Sede* and in November choose at least one elective from the regular course offerings at the University of Florence. Single semester juniors, instead, enroll in four courses at the *Sede* in language, literature, civilization, and art history. By special arrangement, courses in studio art are available to qualified students. Special permission is required.

Courses

The following courses will be offered at the *Sede* in 1991-92. Please note that all courses are tentative and are subject to change.

Advanced Language Practice I *(Language - Fall)*

The course is structured to meet the needs of undergraduates who have completed the equivalent of five semesters of Italian to achieve greater control and consistency in the use of more difficult structures, such as the subjunctive, and subordination in general. Regular written assignments based on readings for the course are intended to give students opportunity for practice in a less structured format. Reading assignments are also intended to provide a context as well as a content for the study of grammar. A variety of classroom techniques are intended to appeal to different tastes and needs. (1 Unit)

Contemporary Italian History *(History - Fall)*

After an introduction to the historical and geographical characteristics of the Italian peninsula, we will outline its historical evolution from the beginning of the 19th century. The course will focus on the period from 1848 to 1945, and will also examine events that have marked Italian history from 1945 to the present. Emphasis will be given to the problems pertaining to the creation of the Kingdom of Italy, and to the birth, development, and aftermath of the Fascist movement. (1 Unit)

Aspects of the 19th and 20th Century Italian Literature *(Literature - Fall)*

The course will investigate the development of Italian literature from the end of the 19th century into the 20th century. Beginning with narrative literature of the *veristi*, still rooted in the 19th century, we will then focus on the novels of Pirandello and Svevo and the "crisis" of literary genres. The second half of the course will examine

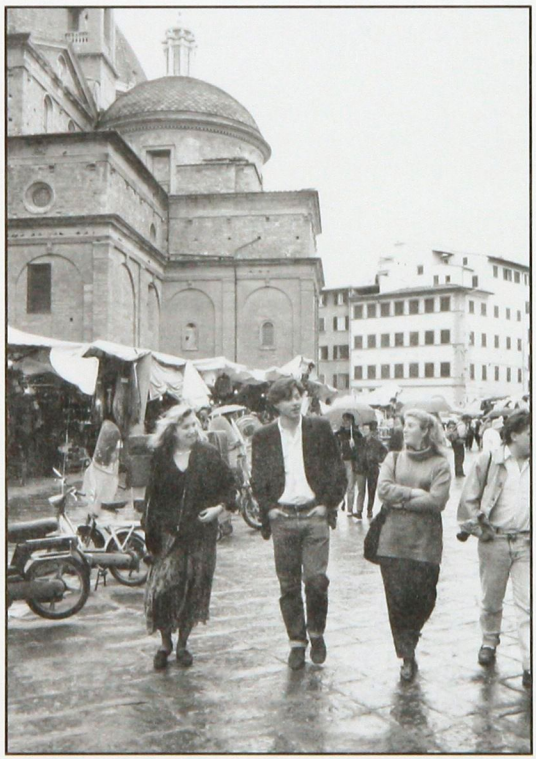
poetry, tracing its development from the *decadentismo* of Pascoli and D'Annunzio, through the experience of the *crepuscolari* and the futurists, to the diverse results achieved by such 20th century poets as Saba, Ungaretti, and Montale. (1 Unit)

Introduction to Italian Cinema *(Cinema - Fall)*

A study of ten films to illustrate the development of Italian cinema from the Fascist period to neorealism, to the golden age of Italy's economic miracle, through the upheaval of the late sixties *(il sessantotto)*. The course will also examine the latest trends in drama and comedy of the eighties. (1 Unit)

Art in Italy Before the Renaissance
(Art History - Fall and Spring)

After reviewing the major artistic trends from the fall of the ancient world up to the 13th century (such as Early Christian and Byzantine art, the origin of Romanesque style and its evolution), the course will focus upon the profound social, religious and artistic changes that took place in the *Duecento* and the *Trecento*. The spread of Italian Gothic architecture and renewal in sculpture (Nicola and Giovanni Pisano) will constitute the subject of a first series of lessons. Special attention will then be given to the transition from Byzantine culture to new



forms of expression in the work of Tuscan painters such as Cimabue and Duccio. Giotto's work and the Sienese School of painting will exemplify the *Trecento*. Finally, Simone Martini's varied artistic experiences will lead us to an analysis of elements of the so-called "International Gothic." Visits to museums and churches, as well as other possible field trips, will often substitute lessons at the *Sede*. (1 Unit)

Introduction to High Renaissance and Mannerism
(Art History - Fall and Spring)

After an introduction concerning the cultural and artistic scene in Florence at the end of the *Quattrocento*, the Court of Lorenzo il Magnifico and Verrocchio's workshop (Botticelli, Perugino and Leonardo), the course will first examine the genesis of the High Renaissance Classical Style and its coming of age in Florence and Rome in the works of Leonardo, Michelangelo, Raffaello and others such as Fra' Bartolomeo, Andrea del Sarto, etc.

A detailed analysis of the art during the first two decades of the 16th century will lead to the identification of the first signs of the mannerist style which will later become evident in the works of Pontormo and Rosso. Attention will be given to some specific topics of the period 1540-1570 which was characterized by the triumph of the courtly art such as commemorative decoration of public buildings, garden landscaping and architecture, state portraiture, etc. (1 Unit)

Art in Florence in the 15th Century
(Art History - Fall and Spring)

The course proposes to study the advent and development of the early Renaissance in Florence. Painting, sculpture, and architecture will be studied in their historical and social contexts, the work of art being understood not only as an individual expression but also as a faceted mirror of the culture and society in which it was produced.

After a brief introduction to the history of art which precedes the period to be examined, the course will concentrate on the prominent facts of the *Quattrocento*, from the rise of the Medici dynasty to its decline at the time of Savonarola. Along with Brunelleschi, Donatello and Masaccio, the protagonists of the early Renaissance, the return to Classicism and the new discovery of mathematical perspective will be subjects of our investigation. We will examine artists such as Ghiberti, Beato Angelico and those of the generation of Filippo Lippi and conclude with Botticelli and the workshop of Verrocchio, master of Leonardo da Vinci. (1 Unit)

Advanced Language Practice II *(Language - Spring)*

The principal goal of the course is to improve writing skills. To this end, we will focus our attention on morphology, syntax, and stylistics, with the aim of

generalizing and systematizing knowledge to arrive at a logical control of written expression and greater syntactic-textual competence as authors and readers. Listening comprehension and reading assessment will serve as a stimulus to approach the content and form of a variety of texts, and to improve oral skills, both in the correct use of grammar and in understanding fine nuances of meaning. (1 Unit)

Florence and the Birth of Modern Civilization *(History - Spring)*

An historical examination of the birth and modern development of Italian art and literature, with emphasis on Florence. The course will consider the divisions within the Mediterranean area, the spread of Islamic culture and power, the rebirth of commerce and of the cities, the communal movement and its transformation into *Signoria*. (1 Unit)

Survey of Medieval and Early Renaissance Italian Literature *(Literature - Spring)*

A survey of Italian literature from its origin in vernacular poetry to the triumph of Humanism. After examining the *forma mentis* of the Middle Ages and the development and innovation of Italian poetry from its Provençal models, the course will focus on major authors and themes up to the age of Lorenzo de' Medici. Our study will conclude with a consideration of the lyric and the treatise in the *Cinquecento*. Authors include Dante, Petrarch, Boccaccio, Lorenzo de' Medici, Poliziano, Boiardo, Bembo, and Machiavelli. (1 Unit)

Cinema - TBA *(Spring)*

All courses at the university are year-long courses lasting from November to June. From two to eight courses in each of the following subject areas are regularly offered at the University of Florence:

Italian Literature
Philology
Linguistics
History of the Italian Language
Archaeology and History of Greek and Roman Art
Art History
Medieval History
Modern History
Contemporary History
History of the *Risorgimento*
History of the Theater

For more information and an application, please contact:
The School in Italy
Middlebury College
Middlebury, Vermont 05753-6131
802/388-3711, Ext. 5543

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

TIMOTHY LIGHT
President of Middlebury College
Ph.D., Cornell

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale

JOHN BERNINGHAUSEN
Acting Director of the Language Schools, 1990-91
Professor of Chinese
Ph.D., Stanford

Middlebury College Language Schools
Arabic
Chinese
French
German
Italian
Japanese
Russian
Spanish

Schools Abroad
Florence
Madrid
Mainz
Moscow
Paris

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation, and Section 504 of the Rehabilitation Act of 1973. In so doing Middlebury College does not discriminate against any individual on the basis of race, color, sex, religion, ethnic origin or handicap in any of its programs or activities. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The Italian School
Middlebury, VT 05753 - 6131

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Русская школа

Middlebury College

1991-92

The Russian School

Middlebury College
Middlebury, Vermont 05753-6131
802/388-3711, ext. 5533

Summer 1991

Nine-Week Session
June 14 - August 16

Total Fees - $4,675
(Tuition $3,080; Board $1,130; Room $465)

Six-Week Session
July 1 - August 16

Total Fees - $3,465
(Tuition $2,310; Board $820; Room $335)

Academic Year 1991-92

The School in the Soviet Union
Graduate and Undergraduate Programs

Fees: Full year - $14,900; Semester - $9,750*

**The comprehensive fee for the Soviet Union includes tuition, room, excursions, and round-trip air fare between New York City and Moscow.*

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Letter from the Director

For over four decades the Russian School at Middlebury College has provided its undergraduate and graduate students with the opportunity to study Russian language, literature, and civilization in the culturally diverse and intellectually challenging conditions of its "total immersion" program. Today, perhaps more than ever before, it is important that we take stock of the extraordinary and often puzzling changes occurring in the Soviet Union. Yet only competence in the language can foster the type of real cultural and historical understanding that will allow us to assess and evaluate recent events properly.

The Russian School creates a cultural context and learning environment that enhances linguistic proficiency and cross-cultural awareness. Classes are conducted by native and near-native instructors from the United States, Canada, and the Soviet Union. Recent years have witnessed the growing application of authentic materials that contribute to the active usage of language as primarily a means of communication. Of special importance are the less formal extracurricular activities such as films, lectures, concerts, and plays. Finally, over the years the students' pledge to speak only Russian for the duration of the session has been the mainstay of the School's tradition of excellence.

I invite you to join other students, as well as teachers, diplomats, and journalists from here and abroad, who will be taking full advantage of the School's rich and varied curriculum. This summer's program will include courses devoted to the study of language, linguistics, popular culture, civilization, literature, sociology, economics, history, and art history. It will be an educational experience difficult or indeed impossible to match anywhere else.

Добро пожаловать!

Alexander Woronzoff-Dashkoff
Director

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of languages from beginning to graduate levels. The French and Spanish Schools opened in 1916 and 1917, the Italian School in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. In 1949, Middlebury initiated its schools in Europe with the first session of the Middlebury College School in France in cooperation with the University of Paris. In 1951 a similar program in Madrid opened, after which Middlebury established schools in Mainz (1959), Florence (1960), and Moscow (1977). Each of the schools abroad offers both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

The Language Schools are dedicated to the premise that without real competence in the language there can be no true cultural understanding, and that to be effective, language teaching must provide meaningful insight into the foreign culture. All instruction is intensive and all courses are taught in the foreign language. A "total immersion" experience in dormitories, at meals, and through extra-curricular activities enhances student proficiency. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music, and theater are an integral part of the program.

The Language Schools offer programs to answer the needs of various audiences:

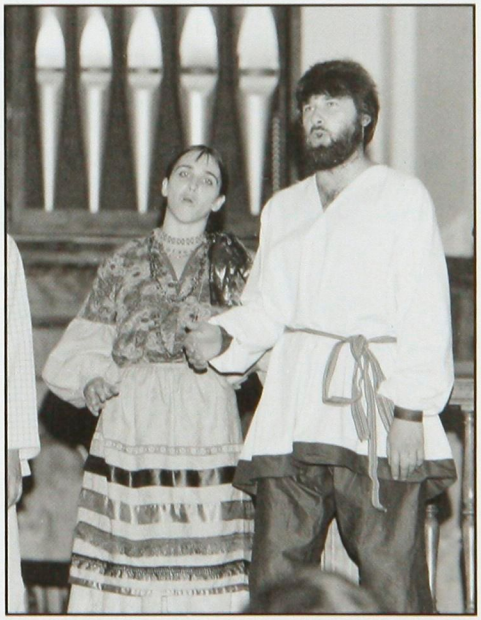
- *Those who wish to earn an advanced degree in a foreign language or in a combination of a foreign language and English;*
- *Undergraduate and graduate students who wish to enrich their program of studies at Middlebury or abroad and transfer the credits to their home institutions;*
- *Students, teachers, and other professionals who wish to improve or refresh their foreign language skills or acquire proficiency in a new language necessary for their careers;*
- *Teachers who wish to apply new technologies and methodologies in their foreign language classes.*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College thus in fact is an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students make a formal commitment to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of one's commitment and an essential part of the language learning process itself.



The Pokrovsky Ensemble performs folk music and dances from the Soviet Union as part of the Language Schools' 75th anniversary celebration.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, and the Music Library with over 10,000 recordings. The Freeman Language Laboratory has individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

Curriculum

During the summer, graduate and undergraduate courses are offered in Russian on the Vermont campus, and during the academic year, a course of study is offered at the Middlebury school in the Soviet Union. All programs of study emphasize both the development of language skills and the understanding of other cultures. All instruction, from beginning courses through advanced levels, takes place in Russian.

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous exposure to the language.

A summer at the Language Schools is an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill, and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

Beginning, Intermediate and Advanced-Intermediate: Levels 100-300 in the nine-week session are equivalent to one full year of study. These courses meet four hours per day with several hours of additional oral and written preparation required.

Advanced Undergraduate: Level 400 is comprised of advanced undergraduate courses which meet four hours per day during the six-week session.

Graduate: Levels 501-900 include a large number of courses in Russian language, literature, linguistics, culture and language pedagogy. Art and music courses are also frequently offered. A normal graduate load is three courses per summer, to be selected in consultation with the director or dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the placement tests taken prior to registration. Some students may be required to take courses at a lower level before beginning a full load of graduate work.

Graduate Degrees

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or the equivalent from an accredited institution of higher education.

The M.A. degree program in Russian is comprised of twelve courses to be taken over a series of summers on the Vermont campus or in a combination of two summers in Vermont and an academic year in Moscow. It is designed as a broadly-based program of study in itself, rather than the first stage of a doctoral program.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

The program of study for M.A. candidates is individually planned in consultation with the director and/or dean. Candidates are expected to take a balanced program including at least two courses in each of the three areas of 1) civilization, 2) language and linguistics, and 3) literature. In addition M.A. candidates must take one seminar course on the Middlebury campus.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages: The D.M.L. degree in Russian differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Russian; two graduate courses in a second language (French, German, Italian or Spanish); comprehensive examinations in both languages; proof of successful teaching experience; a dissertation and its oral defense.

The M.A. in Russian is a prerequisite for entrance to the D.M.L. program. All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Russian and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which must be completed within the six week graduate session. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Academic Policies

Credits

Credit is defined in terms of *units*. One unit equals three semester hours. The nine-week session (levels 100-300) normally carries a total of four units (twelve semester hours) of credit. The advanced undergraduate course (level 400) is offered in the *six-week* session and awards three units (nine semester hours) of undergraduate credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken *after* successful completion of the initial summer and formal admission to degree candidacy may be transferred, i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

All transfer credits must have been obtained at the graduate level at an accredited college or university

offering graduate credit towards an advanced degree. The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury graduate degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Auditing

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the director of the school. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $845 (tuition $485; room and board $360).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer sessions and the graduate academic year programs abroad. Aid for the summer is in the form of grant and/or work. Loans may also be available to students enrolled in a Middlebury College degree program. Aid for the academic year abroad is in the form of grant and loan. (Please note: Financial aid for study abroad is not available to undergraduates from other institutions. Consult the financial aid office at your home institution.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid Application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizens, a permanent resident alien, or a Canadian citizen, you should also complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited, so you should send a COMPLETE application to the office of Financial Aid as soon as possible after January 1 to insure the best possible chance of receiving aid. A complete application includes all relevant documents as listed on the checklist on the first page of the Language Schools Financial Aid application. We will begin reviewing your application for completeness upon receipt of the first document you send. Aid decisions for students going abroad are made

at the same time as those for students in the summer session; we will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

The only cost payable to Middlebury College for the School in the Soviet Union is the comprehensive fee. Federal regulations require verification of your enrollment in the program before federal funds can be disbursed. Thus, in cases where financial aid exceeds the comprehensive fee, the portion of your financial aid that is to be refunded to you will NOT be disbursed until you are already abroad. You must plan ahead to have money to cover books and the first month of living expenses abroad. Those students receiving financial aid to go abroad will have a chance during the summer to make individual appointments in the Office of Financial Aid to discuss the logistics of the academic year aid package in detail.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a language school application, call the Russian School.

Scholarships

The following endowed and named scholarships honor friends or faculty of the Russian School: the Berthe O. Normano Scholarship Fund; the Peter Odabashian Memorial Scholarship Fund; the Anastasia Feodorova Pressman Memorial Scholarship Fund; the Robin Royle Memorial Scholarship Fund.

Candidates for financial aid need not apply for a specific grant. Everyone applying for financial aid will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

Fees

A non-refundable fee of $35 must accompany each new student's application. Upon acceptance, all students are required to pay a $175 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1991 of their decision to cancel their enrollment. Other refunds are subject to the schedule as stated in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Students may apply for admission for a single summer at any level, for the junior-year program abroad, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of two summers in Vermont and an academic year in the Soviet Union. They may enroll in courses in one language school only and are normally enrolled in courses at one level only.

The Russian School considers applications on a rolling basis. Early applications are encouraged.

Students at the summer session must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by students' performance on tests administered before the start of classes. By applying for admission, students indicate willingness to accept the placement deemed proper by the school.

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

For more information or an application, contact the Russian School at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753-6131
802/388-3711, ext. 5533

Administration

Director: ALEXANDER WORONZOFF-DASHKOFF. Associate Professor and Chair of Russian, Smith College. Ph.D., University of Southern California.

Dean: THOMAS R. BEYER, JR. C. V. Starr Professor and Chair of Russian, Middlebury College. Ph.D., University of Kansas.

Faculty

ARKADII ARKANOV. Writer.

ALEXANDRA BAKER. Instructor of Russian, Middlebury College. M.A. in Russian, Indiana University. M.A. in German, Middlebury College.

KSANA BLANK. Ph.D. candidate, Columbia University.

SOPHIA BOGATYREVA. Editor. Candidate, Moscow State University.

LINDA BRUCE. Instructor and Russian Language Program Coordinator, University of Southern California. M.A., University of Southern California.

ROBERT CHANNON. Associate Professor of Slavic Languages, Purdue University. Ph.D., Harvard University.

SERGEJ DAVYDOV. Professor of Russian, Middlebury College. Ph.D., Yale University.

JOSEPH H. DENNY. Assistant Professor of Russian, University of Cincinnati. Ph.D., University of Michigan.

ALEXANDER DOLININ. Pushkin House (Leningrad). Ph.D., Leningrad University.

SVETLANA ELNITSKY. Assistant Professor of Russian, St. Michael's College. Ph.D., McGill University.

HERMAN ERMOLAEV. Professor of Russian and Soviet Literatures, Princeton University. Ph.D., University of California, Berkeley.

ALBERT GROTTEL. Assistant Professor of Foreign Languages and Music, St. Cloud University. Ph.D. equivalent, Leningrad Conservatory.

KATHRYN HENRY. Assistant Professor of Russian, University of Vermont. M.A., Middlebury College. Ph.D., Stanford University.

LIDIJA IORDANSKAJA. Lecturer in Linguistics, University of Montreal. Ph.D., Institute of Linguistics, Academy of Sciences of the U.S.S.R.

ALINA ISRAELI. Adjunct Professor, Department of Languages and Foreign Studies, American University. Ph.D. candidate, Yale University.

VIRGINIA A. JAVUREK. M.A. in Russian, Middlebury College.

OLGA KAGAN. Lecturer in Russian, University of California, Los Angeles. M.A. equivalent, Moscow Pedagogical Institute.

MICHAEL KREPS. Associate Professor of Slavic and Eastern Languages, Boston College. Ph.D., University of California, Berkeley.

VADIM V. LIAPUNOV. Associate Professor of Russian, Indiana University. Ph.D., Yale University.

JEAN MACKENZIE. Director of the Middlebury School in the Soviet Union. M. A. in Russian, Middlebury College.

VLADIMIR D. MILOVIDOV. Research Fellow, Institute of World Economy and International Relations. Ph.D.

KAREN L. MYERS. Ph.D. candidate, University for Southern California.

LEONID NEVLER. Sociologist, art critic, editor.

THOMAS NEWLIN. Ph.D. candidate, Columbia University.

LIDIA PACIRA. Associate Professor of Russian, Hobart and William Smith Colleges. Ph.D., Michigan State University.

MIKHAIL PALATNIK. M.A. in Comparative Literature, Washington University. M.A. equivalent, University of Chernovtsy. Lecturer, Washington University.

ERIC PERVUKHIN. M.A. equivalent, Moscow Pedagogical Institute. M.F.A., University of Illinois.

NATALIA PERVUKHIN. Assistant Professor of Russian, University of Illinois. Ph.D., Bryn Mawr.

MARIA POLINSKY. Assistant Professor of Slavic and Linguistics, University of Southern California. Ph.D., Institute of Linguistics, Academy of Sciences of the U.S.S.R.

LARISA RATNIKOVA. Lecturer in Russian, University of Pennsylvania.

NATALIA SADOMSKAYA. Associate Professor of Anthropology, Queens College, CUNY, Adjunct Associate Professor of Anthropology, Columbia University. Ph.D. equivalent, U.S.S.R. Academy of Sciences, Miklukho Maklai Institute of Ethnography.

DAVID SLOANE. Associate Professor, Department of German, Russian and Asian Languages, Tufts University. M.A., Ph.D., Harvard University.

VLADIMIR TUMANOV. Ph.D. candidate, University of Alberta.

ANATOLY VISHEVSKY. Assistant Professor of Russian, Washington University. Ph.D., University of Kansas.

ZINAIDA WLODKOWSKI. Professor of Languages and Literatures, University of Maine, Augusta. Ph.D., New York University.

VLADIMIR VOROPANOV. Director of the Vologda Regional Art Museum. Ph.D.

VIKTOR YEROFEEV. Writer.

GREGORI ZISKIN. Theater, film, and television director. Ph.D. candidate, McGill University. M.A. equivalent, Shchukin Theatrical Institute in Moscow. M.A., McGill University.

Administrative Staff

NINA CROW DAYTON. Secretary.
JUDITH OLINICK. Secretary.
DAN UNGURIANU. Assistant to the Director.

1991 Programs of Study

All programs of study at the Language Schools place great emphasis on the development of language skills and the understanding of other cultures. All summer programs are *intensive*.

Beginning, intermediate, and advanced intermediate level courses are offered in the nine-week session (June 14 - August 16). Advanced undergraduate (400 level) and graduate courses are offered in the six-week session (July 1 - August 16).

*Intensive Language Courses**

RU 101-102 Beginning Russian Henry and Staff

This course develops all four skills (listening, speaking, reading, and writing) and provides a firm foundation for understanding Russian word formation. Almost all major points of grammar are covered. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 units)

RU 110 - 210 Advanced Basic Russian

Bruce and Staff

During the first half of this course all major points of grammar are studied thoroughly. The second half of the session expands the student's understanding of more sophisticated grammar points including verbal government and prepositions. Special attention is paid to developing listening comprehension and speaking skills through the use of video. Selections from Russian literature and the Soviet press are read and discussed. An average of five to eight hours daily is expected to be spent on preparation for classwork, including work in the language and video laboratories. (4 units)

RU 201-202 Intermediate Russian (Second Year)

Sloane and Staff

This course provides a thorough review and expands the students' understanding of Russian grammar, while stressing continued development of all four skills. Special attention is paid to verbs of motion and to the reading of contemporary texts. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 Units)

* *Courses offered in the nine-week session.*

RU 301-302 Advanced Intermediate Russian (Third-Year)

Kagan and Staff

This course includes an extensive review of grammar with work on phonetics and intonation. It treats at greater length some points, such as participles and verbal adverbs, that may have been presented only in a rudimentary way in *Intermediate Russian*. There will also be in introduction to reading original literature and Soviet newspapers. The main emphasis is on contemporary conversational Russian. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 Units)

Advanced Undergraduate Courses*

RU 405, 413, 462 Advanced Russian

Baker, Elnitsky, Israeli, E. Pervukhin, N. Pervukhin

This core program will consist of three courses: *Grammar and Syntax* (1.5 hours daily), *Conversation and Composition* (1.5 hours daily), and *Soviet Literature and Culture* (1 hour daily). The program is designed to further develop students' language abilities at the advanced level. Discussions on literary and cultural topics will be combined with concentration on phraseology and some finer grammatical points, including syntax and elements of stylistics. Daily work outside the class will consist of extensive reading and writing and require four to six hours. (3 Units)

RU 415 Practical Phonetics and Diction

Israeli

This study of Russian phonetics and diction reviews correct pronunciation and intonation. It also contains some review of grammar, reading, writing, and conversation, and is especially designed for those students who enroll in the nine-week session but then place into the six week session. (1 Unit)

Graduate Courses

I. Civilization

RU 558 Soviet Popular Culture Nevler

The course will discuss the development of Soviet popular culture from 1917 to the present as it relates to the cultures of pre-revolutionary Russia and the contem-

* *These courses are offered in the six-week session for undergraduate credit. Graduate credit is offered* ***only*** *for courses at the 500 level and above.*

porary West. Themes covered in the course will range from the concept of freedom to the role of the arts in the everyday life of a Soviet citizen. Students will read and discuss newspaper and magazine articles, sociological essays, and selections from literary works. Oral reports and final paper. (1 unit)

RU 642 The Family in the USSR Sadomskaya

This course will discuss the development of the family in the Soviet Union in the post-revolutionary period in a historical and cultural-comparative perspective. The changes in the relationship between the sexes and between generations and the effect of such changes on the concept and structure of the family will be examined against the background of the major pre-revolutionary traditions: Russian, Central Asian, and small-scale tribal groups of Siberia. State politics of "modernization" and the force of cultural tradition in the domain of the family will be discussed in the light of anthropological theory. There will be a mid-term and a final exam. (1 unit)

RU 629 Medieval Russian Art Voropanov

History of Russian art from the 10th to the 17th century, focusing on iconography, architecture, sculpture, manuscripts, and other topics. Both ecclesiastical and folk art will be considered, as well as current problems facing researchers and historians. Lectures, discussions, slides. (1 unit)

RU 640 Theater Workshop Ziskin

Russian drama and theater as seen through the methods of great modern directors such as Stanislavski, Vachtangov, and Meyerhold, among others. Students will view classical Russian plays performed by professional actors of Russia's leading theaters. They will also work on the improvement of their oral abilities with emphasis on diction, accent, and orthoepy. Students enrolled in the workshop are expected to participate in the Russian School's summer production. (1 unit)

RU 720 The Soviet Economy in Transition Milovidov

An introduction to recent economic developments in the Soviet Union. The course will present lexical features of a new economic language resulting from the convergence of free-market and centrally planned economic systems. Issues to be discussed include the changing economic situation, measures such as "The 500 Days Plan," Soviet economic reforms, and recent developments in banking and finance. Readings will be taken from newspapers, journals, and other Soviet economic sources. (1 unit)

II. Language and Linguistics

RU 503 Advanced Oral Self-Expression Vishevsky

Designed for students with an excellent command of Russian, this course aims at raising students' proficiency to the level of structural accuracy and vocabulary required for participation in most formal and informal conversations on practical, social, political, and selected professional topics. Extensive reading of media and literary texts; re-creation of everyday situations; radio, TV and feature film assignments. Final oral presentation and oral examination. (1 Unit)

RU 512 Practical Semantics Iordanskaja

The course targets students who have a basic knowledge of Russian and want to improve their mastery of the language in the domain of semantics and lexical cooccurrence. Special attention is paid to the semantics of grammatical words — conjunctions, prepositions and particles. Some theoretical notions necessary for capturing important semantic distinctions will be introduced: theme (topic) and rheme (comment), shifter signs, presupposition, speaker's attitude, lexical connotations, etc. (1 unit)

RU 612 Russian Phonetics and Phonology Channon

This course will cover the theoretical fundamentals of Russian phonetics and phonology, contrastive Russian and (American) English phonetics and intonation, and practical work on improving the participants' Russian pronunciation. The material covered will also provide teachers or future teachers of Russian with an understanding of how to teach Russian phonetics to Americans. It would be useful to have a cassette recorder available. (1 Unit)

RU 712 History of the Russian Language Channon

This course will treat the origin of the Russian language and its place among other Indo-European and Slavic languages, the historical development of Modern Russian from its Common Slavic roots with particular attention to the Old Russian stage, the influence of Church Slavonic and other languages on the shaping of Modern Russian, and the historical explanation of various phenomena of Modern Russian. Selected texts illustrating the historical development at various stages along the way will be analyzed. Mid-term and final examinations. (1 unit)

III. Literature

RU 660 **Children's Literature** Bogatyreva
A survey of modern Soviet literature for children that will evaluate its political, social, and ideological implications. Topics to be discussed: genre (verse, satire, short story), poetics, theory, educational function, and translation. (1 unit)

RU 671 **Contemporary Russian Poetry** Kreps
Close reading and analysis of selected texts of the most original modern Russian poets against the background of major literary movements: Symbolism, Futurism, Acmeism, Imaginism, Surrealism, Grotesque, etc., as well as new directions in the poetry of recent decades. Blok, Severyanin, Mayakovsky, Tsvetaeva, Zabolotsky, Kharms, Pasternak, Yevtushenko, Voznesensky, and Brodsky are among the poets to be discussed. Daily discussions, one paper, final exam. (1 unit)

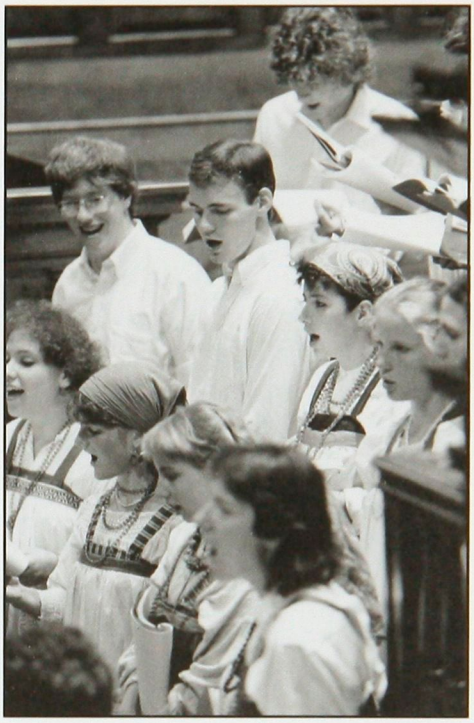
RU 763 **Soviet Literature of the Twenties** Ermolaev
A thematic, artistic, and ideological study of representative works against the sociopolitical background of the time. Communist Party policy toward proletarian writers and "fellow travelers." Reading and close examination of Zamyatin's *We*, Bulgakov's *Heart of a Dog*, Babel's *Red Cavalry*, Fadeev's *The Rout* and Olesha's *Envy*. Lectures, discussions, oral reports, final examination. (1 unit)

RU 770 **Russian Literature and History: From Fact to Fiction** Dolinin, Liapunov, Davydov
This course will trace the origins, development, and techniques of the historical genres in Russian literature. It will be taught by two professors: Alexander Dolinin (Pushkin House, Leningrad) and Vadim Liapunov (Indiana University). Close reading and interpretation of histories proper (chronicles, Karamzin, Polevoi) and of historical fiction, drama, and epos (Pushkin, Zagoskin, Tolstoi, Bely). The relationship between facts and fiction will be examined in the light of modern historiography. Lectures, class discussions, oral reports, final paper. Coordinator: Davydov. (1 unit)

IV. Seminar

RU 888 **Seminar**
Any 700 level course and an additional seminar paper. (This course satisfies the seminar requirement for M.A. candidates.) (1 unit)

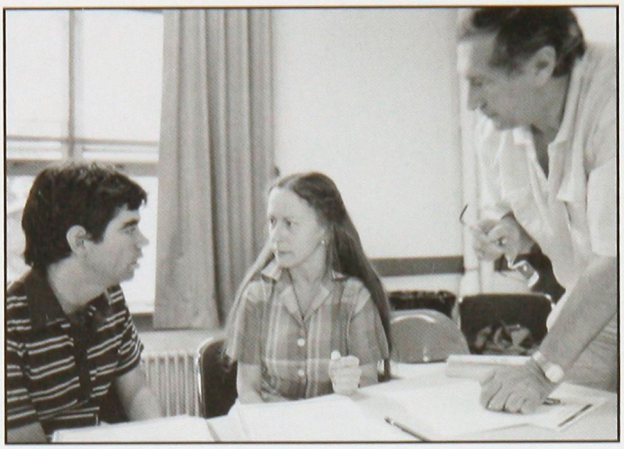
The School in the Soviet Union



Beginning in September, 1991, the Middlebury School in the Soviet Union will be located at Moscow State University. It will offer a one-semester program for undergraduate students and an academic year program for graduate students. A resident director, who is a member of the Middlebury College faculty, supervises all aspects of the program.

We believe that study abroad can form an important complement to study in the United States. Indeed, it often provides the occasion for students to profit from a richness of experience and to achieve a level of linguistic maturity not easily attainable in the familiar surroundings of home. Students are expected to maintain the spirit of the Middlebury language pledge while they are in the Soviet Union.

Travel arrangements are made by the Middlebury Language Schools and students travel in a group from New York City to Moscow. The comprehensive fee includes tuition and room, round trip travel between New York City and Moscow, and excursions in the Soviet Union.



Program of Studies

Undergraduates take three courses, one each in conversation, composition, and culture/civilization at the newly established Humanities Center of Moscow State University. These small group classes will be graded numerically and those grades will be converted to letter grades. Students will also take one course of their choice along with Soviet students. They may select this course from the university curriculum, and it will be graded on a pass/fail basis.

Undergraduates receive four units of credit, the equivalent of a semester at Middlebury, for the semester. They will live either at the main building on Lenin Hills or near the university with Russian families.

Graduate students take six courses, three each semester, chosen from the offerings of Moscow State University. Graduate students receive six units of graduate credit with the numerical grades converted to Middlebury's letter equivalents. Graduate students and the Middlebury resident director will be housed in the main building of the university.

While preference is given to Middlebury College undergraduates, students from other institutions are accepted into the undergraduate program when space permits. Undergraduates must have completed coursework at the third-year level or higher on the Middlebury campus. Graduate students must have completed the 400 level or above at Middlebury to be eligible for the program.

Application and Admission

All graduate students must complete a summer of study on the Vermont campus before going to Moscow. Students who wish to apply should request application materials from the Russian School, Middlebury College, telephone: 802/388-3711, ext. 5532. Upon acceptance to the summer program, they will receive additional information about the Middlebury School in the Soviet Union. Please note: Auditors are not permitted.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

TIMOTHY LIGHT
President of Middlebury College
Ph.D., Cornell

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
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JOHN BERNINGHAUSEN
Acting Director of the Language Schools, 1990-91
Professor of Chinese
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Middlebury College Language Schools
Arabic
Chinese
French
German
Italian
Japanese
Russian
Spanish

Schools Abroad
Florence
Madrid
Mainz
Moscow
Paris

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Middlebury College
The Russian School
Middlebury, VT 05753 - 6131

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中文學校

Middlebury College

Summer 1991

The Chinese School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5520

Summer 1991

Nine Week Session
June 14 - August 16
Total Fees - $4,675
(Tuition - $3,080; Board - $1,130; Room - $465)

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Languages at Middlebury

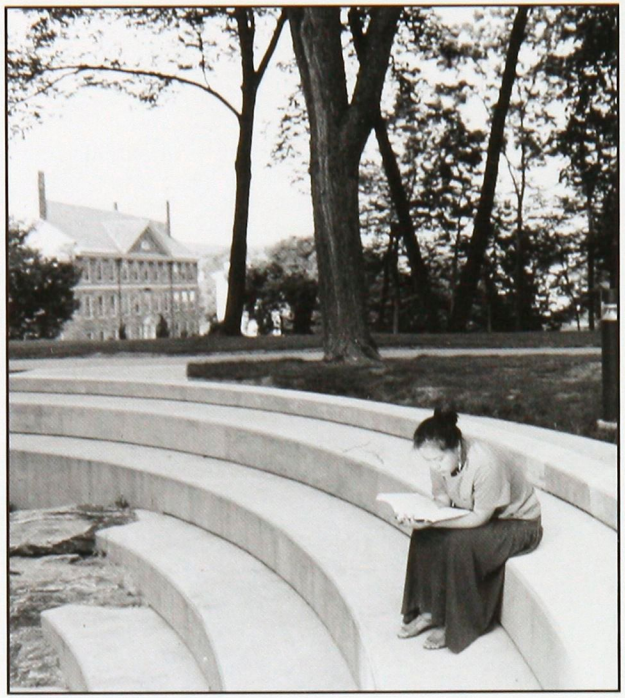
Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of languages from beginning to graduate levels. The French and Spanish Schools opened in 1916 and 1917, the Italian School in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. In 1949, Middlebury initiated its schools in Europe with the first session of the Middlebury College School in France in cooperation with the University of Paris. In 1951 a similar program in Madrid opened, after which Middlebury established schools in Mainz (1959), Florence (1960), and Moscow (1977). Each of the schools abroad offers both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

The Language Schools are dedicated to the premise that without real competence in the language there can be no true cultural understanding, and that to be effective, language teaching must provide meaningful insight into the foreign culture. All instruction is intensive and all courses are taught in the foreign language. A "total immersion" experience in dormitories, at meals, and through extra-curricular activities enhances student proficiency. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music, and theater are an integral part of the program.

The Language Schools offer programs to answer the needs of various audiences:

- *Those who wish to earn an advanced degree in a foreign language or in a combination of a foreign language and English;*
- *Undergraduate and graduate students who wish to enrich their program of studies at Middlebury or abroad and transfer the credits to their home institutions;*
- *Students, teachers and other professionals who wish to improve or refresh their foreign language skills or acquire proficiency in a new language necessary for their careers;*
- *Teachers who wish to apply new technologies and methodologies in their foreign language classes.*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.



During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College is thus in fact an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students make a formal commitment to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of one's commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections including the Nolfi Curriculum Collection, and the Music Library with over 10,000 recordings. The Freeman Language Laboratory has individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

Curriculum

The Middlebury Language Schools offer beginning, intermediate and advanced courses in the nine-week and six-week summer sessions of the Chinese School. The intensive language curriculum is generally considered equivalent to approximately one year of study.

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous study of the language. Intensive language programs in Arabic, French, German, Italian, Japanese, Russian and Spanish; graduate programs and opportunities for study abroad in French,

The Chinese School celebrated the 75th Anniversary of the Language Schools with a performance by the Yu Yeh Chinese Opera Company.

German, Italian, Russian and Spanish are described in the bulletins of the respective schools.

The Chinese School offers courses at five levels: *Beginning, Intermediate, Advanced, Classical Chinese,* and *Readings in Chinese Culture.* Beginning Students use T.T. Ch'en's *Chinese Primer,* while students in the upper level courses read both contemporary documents and literary texts appropriate to their levels. In CS 301-302, *Advanced Chinese,* and above, classes are conducted exclusively in Chinese, while as much Chinese as possible is used at lower levels. Students in CS 501-502, *Readings in Chinese Culture,* will have an opportunity to read in their own fields of interest. Levels 300 through 500 stress active language usage through written composition and individual conferences with faculty.

Academic Policies

Credit

The Middlebury Language Schools define credit in terms of *units.* One unit equals three semester hours.

The nine-week program in Chinese normally carries a total of four units (twelve semester hours) of credit. *All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.*

Transfer Credits

For transfer purposes, the student's home institution determines how many credits, graduate or undergraduate, will be granted for the summer's work at Middlebury.

Auditing

Auditing is not permitted in the intensive language curriculum, nor may students in those courses audit courses in other schools.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students enrolled in the summer sessions. Aid for the summer session is in the form of grant and/or work. (Loans may also be available to Middlebury College undergraduates enrolled in the summer session.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you should also complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited, so you should send a COMPLETE application to the Office of Financial Aid as soon as possible after January 1 to insure the best possible chance of receiving aid. A complete application includes all relevant documents listed on the checklist on the first page of the Language Schools Financial Aid application. We will begin reviewing your application for completeness upon receipt of the first document you send. We will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a financial aid application, call the language school to which you are applying.

Scholarships

Several endowed and named scholarships at Middlebury College honor friends, faculty or students of the Language Schools.

The Lois Behrman Watson '51 Scholarship Fund was established in 1987 to provide financial aid to Language School teachers who are attending the French, Russian, Japanese or Chinese School on the Middlebury campus or the French School abroad.

Candidates for financial aid need not apply for a specific scholarship. We will automatically consider all applicants for an award from the appropriate scholarship fund or from the general grant fund.

Awards

The *Helen T. Lin Award*, established in 1986, is presented annually to an outstanding student in the Chinese School.

Fees

A non-refundable fee of $35 must accompany each new student's application. Upon acceptance, all students must pay a $175 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollments. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

The Chinese School accepts applicants on a rolling basis from January 1 to March 15. We encourage students to apply early. The Chinese School will not consider applications received after March 15. Students may apply for admission for a single summer at any level. Students must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study.

The Chinese School grants admission on the basis of academic qualifications and the availability of space. We determine final placement in courses by student performance on tests administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed appropriate by the school.

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

For more information or an application, contact the Chinese School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753 - 6131
(802) 388-3711, Ext. 5520

Administration

Director: CHIH-P'ING CHOU. Associate Professor of East Asian Studies, Director of Chinese Linguistics Project, Princeton University. Ph.D., Indiana University.

Dean: GREGORY KUIE-KE CHIANG. Lecturer in Chinese, Middlebury College. A.B., National Taiwan University; M.A., University of Vermont..

Administrative Staff:
JANIS GREENE. Secretary.

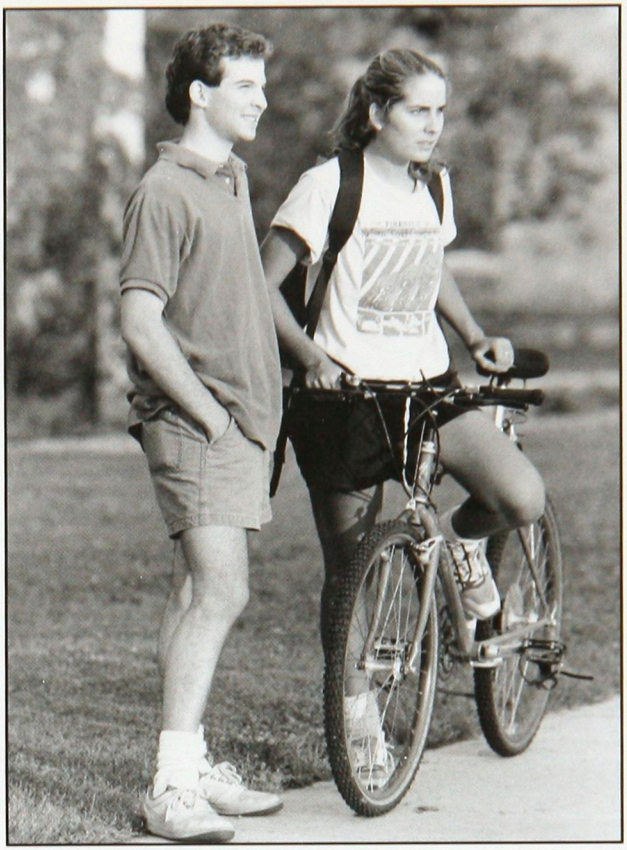
Program of Studies

CS101-102 Beginning Chinese
First-year Chinese begins with a five day concentrated study of Mandarin phonetics and the *Gwoyeu Romatzyh* tonal-spelling system of romanization. For the next six and a half weeks, students concentrate on the eight units of the *Chinese Primer*, studying both the romanization and character texts, liberally supplemented with sentence pattern drills and exercises. A complete series of audio tapes, including vocabulary and pattern drills, prepared at Middlebury and Princeton, accompanies each unit. In addition to the audio tapes, video-tapes of these eight units, prepared with the faculty as actors, are used. The video image is extremely effective in helping the student to internalize the new language patterns. For the last week and a half, supplementary materials are used to introduce simplified characters and the *Pinyin* system of romanization. Other romanization systems will also be presented briefly.

For two hours each day the class meets together for introduction and explanation of new material and for introductory pattern practice; then it divides into small sections (5-8 students) for two hours of drill. Each student receives two fifteen-minute periods of private tutorial per week. Preparation, including work in the language laboratory, usually requires about five hours of study each day. The language of instruction gradually shifts from English to Chinese and students are encouraged to speak progressively less English outside the classroom. By the end of the session, students have a good command of basic grammatical construction, a working vocabulary of over 800 words, and active use of about 600 characters. (4 units)

Required Texts: T.T. Ch'en, et al., *Chinese Primer*, Princeton University, Chinese Linguistics Project, both romanization and character texts with extensive supplementary materials.

CS 201-202 Intermediate Chinese
While continuing the audio-lingual approach used in CS 101-102, this course also emphasizes the reading of Chinese character texts containing both standard and simplified character forms. The first half of the course will concentrate on consolidating the foundations begun in elementary courses and on developing sentence structure and vocabulary. The textbook will be *Intermediate Chinese*. In the second half of the course, students will view a Chinese movie on videotape and study the screenplay using a study manual. The course will be conducted primarily in Chinese and will be open to students who have completed one full year of language



study. By the end of the summer, students should be able to speak with some fluency on conversational topics, write short compositions, and read short essays by modern authors with the aid of a dictionary.

Assignments include translation, composition, sentence exercises, and the use of Chinese to explain the meanings of idioms and phrases. Daily work outside the classroom, including time spent in the language laboratory, requires approximately five hours. (4 units)

Required Texts: Intermediate Chinese, Ta-tuan Ch'en, Chih-p'ing Chou and Der-Lin Chao, Princeton University, Chinese Linguistics Project. *Study Manual for the Movie Da Qiao Xia Mian [Under the Bridge]*, Princeton University, Chinese Linguistics Project. Newspaper selections, selected brief modern Chinese essays and short stories. Materials prepared at the Chinese School, Middlebury College.

Recommended Dictionaries: A New Practical Chinese-English Dictionary, edited by Liang Shih-ch'iu, Taipei, The Far East Book Company, 1972. *A New English-Chinese Dictionary*, Hong Kong, Joint Publishing Company, 1975. *Xinhua Zidian*, Commercial Press, Peking.

CS 301-302 Advanced (Modern) Chinese
This course seeks further to develop overall language proficiency through extensive reading of modern texts selected from a wide range of styles and genres. Readings include: 1) essays on academic subjects; 2) modern vernacular literature: essays, short stories and plays as well as the screenplay of a Chinese movie which will then be viewed on videotape; 3) contemporary political material: political writings from the People's Republic of China and from newspapers. Classes are conducted entirely in Chinese. Individual laboratory exercises are required daily.

In addition to 15 class hours per week, students are expected to spend approximately five hours each day reviewing vocabulary, sentence patterns and translations; preparing class materials; listening to lesson tapes; preparing recorded dictation exercises; attending individual sessions with teachers; studying for quizzes and writing compositions. (4 units)

Required texts: Third Year Chinese, Princeton University. Lyell, *Lu Hsun Reader*, Yale University Far Eastern Publications. *A Student's Companion for Lu Hsun's "The New Year's Sacrifice," "Chengnan jiushi" [My Memories of Old Beiijing]*. Princeton University, Selections from Chinese academic journals, newspapers and periodicals. Materials prepared at the Chinese School, Middlebury College.

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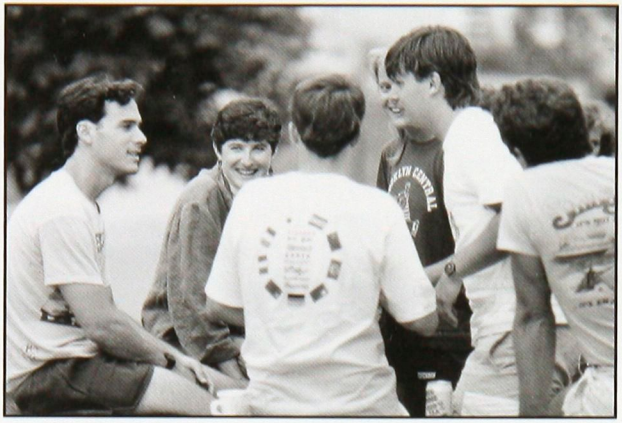
CS 401-402 Classical Chinese
This course, conducted entirely in Chinese, is an introduction to literary Chinese and is designed for students with no previous training in the classical language but with a minimum of two years of modern Chinese. While the focus of the course is on training students to read, the method of instruction serves simultaneously to enhance proficiency in the vernacular. All lessons are accompanied by laboratory tapes which function as aids in assimilating the texts.

Assignments include: 1) translation from classical into modern Chinese, and vice versa; 2) exercises in grammar (uses of particles and analysis of sentence structure); 3) essays intended to enhance written expression (both classical and modern). (4 units)

Required texts: Y.C. Liu, *Fifty Stories*, London, Lund Humphries. Selections from *Analects, Mencius,* and *Shih-chi*, supplemented by materials prepared at the Chinese School, Middlebury College.

Recommended Dictionaries: A New Practical Chinese-English Dictionary, edited by Liang Shih-ch'iu, Taipei, the Far East Book Company, 1972. *Xiandai Hanyu Cidian*, Hong Kong, Commercial Press. *Tz'u Hai*, Taipei, Taiwan Chung-hua Book Co. *Guhanyu Changyongzi Cidian*, Peking, Commercial Press, 1979.



CS 501-502 Readings in Chinese Culture
The course will be divided into units of two or three weeks in length, each focusing on a broad topic or a particular period of history. Periods and topics in history, literature and the social sciences will be selected to meet students' interests and needs. Designed for advanced graduate and undergraduate students with at least three or more years of Chinese, and preferably with an elementary knowledge of the classical language, the course will be conducted exclusively in Chinese. Because this is essentially a language course, emphasis is placed on bringing students' writing, speaking and reading skills to a high level. Particular emphasis on the development of writing ability will be achieved through completion of weekly essays which will be corrected and explicated in individual sessions. (4 units)

Required Texts: Sharon Shih-jiuan Hou and Chih-p'ing Chou, *A Hu Shi Reader*, Far Eastern Publications, Yale University. Neal Robbins, *Contemporary Chinese Fiction: Four Short Stories*, Far Eastern Publications, Yale University. Vivian Ling Hsu, *A Reader in Post-cultural Revolution Chinese Literature*, Chinese University of Hong Kong Press.

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Middlebury College

日本語学校

Middlebury College

Summer 1991

The Japanese School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, ext. 5520

Summer 1991

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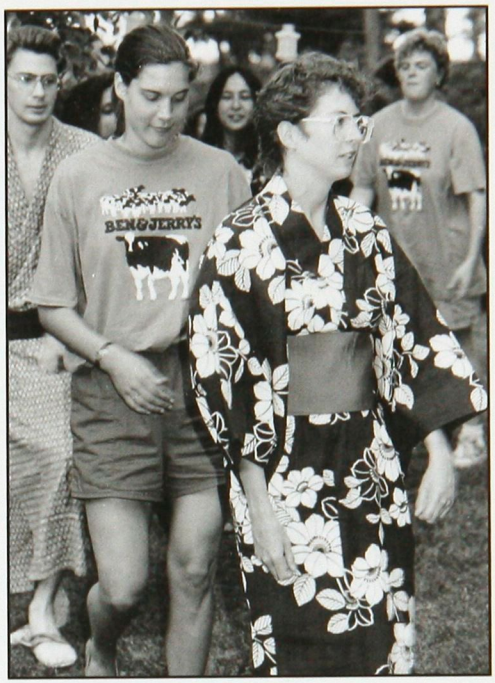
Languages at Middlebury



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The Middlebury Language Schools have long played an important role in foreign language teaching. Our language laboratory and computer center represent important technological resources which are useful to many of our students.

In addition to its program in Japanese, Middlebury offers intensive summer language programs in Arabic, Chinese, French, German, Italian, Russian and Spanish. (We also offer graduate degree programs during the summer and opportunities for graduate and junior year study abroad in French, German, Italian, Russian and Spanish.) Summer workshops and institutes for language teachers on topics such as teaching for proficiency and the new technologies are often scheduled during the summer session. These programs are described in the bulletins of the respective schools.

During the academic year, Middlebury College offers a full undergraduate liberal arts curriculum which is also unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high.

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Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, one enlarged racquetball court and seven squash courts, and a fully-equipped fitness center. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

Curriculum

The Japanese School offers courses at four levels: *Elementary, Intermediate, Advanced Japanese,* and *Advanced Speaking and Reading*. In addition, there is an inter-level course, JA 199-200, designed specifically for those students with previous formal language training in both spoken and written Japanese who do not place into JA 201-202. The text used at the elementary level stresses use of *kana* (the Japanese syllabary) from the very outset, so the subsequent adjustment to reading ordinary written Japanese is minimal. Although English is often employed at the elementary level to explain grammatical points, it is less used at the intermediate level, and is rarely used at upper levels.

At the first three levels, a combination of textbooks, readers, and supplementary materials are employed. Although one particular anthology of readings is used in JA 401-402, the course also tends to focus on a particular topic and a variety of pertinent writings outside the text is examined. Instruction is given in listening and speaking skills. The intensive language curriculum at each level generally corresponds to approximately one year of

study in a normal college or university course. Students may enroll in courses in one language school only and normally enroll in courses at one level only. **Placement is determined by language proficiency** rather than by length of previous study of the language.

A summer at the Language Schools is an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

Academic Policies

Credits

The Middlebury Language Schools define credit in terms of *units*. One unit equals three semester hours.

The nine-week program in Japanese normally carries a total of four units (twelve semester hours) of credit. *All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.*

Transfer Credits

For transfer purposes, the student's home institution determines how many credits, graduate or undergraduate, will be granted for the summer's work at Middlebury.

Auditing Not Permitted

Auditing is not permitted in the Japanese School nor are students permitted to audit courses in other schools.

Financial Aid

Middlebury College offers financial assistance **based upon an assessment of need** to a substantial percentage of students enrolled in the summer sessions. Aid for the summer session is in the form of grant and/or work. (Loans may also be available to Middlebury College undergraduates enrolled in the summer session.)

Financial aid is offered to students already accepted for admission and only on the basis of financial need as determined by the Office of Financial Aid; the application for admission is a separate process from the application for financial aid. The Language Schools Financial Aid application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you should also complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited, so you should send a COMPLETE financial aid application to the Office of Financial Aid as soon as possible after January 1 to insure the best possible chance of receiving aid. A complete application includes all relevant documents listed on the checklist on the first page of the Language Schools Financial Aid application. We will begin reviewing your application for completeness upon receipt of the first document you send. The Financial Aid Office will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a financial aid application, call the language school to which you are applying. Again, we remind you that application for financial aid and any offer of aid by the Financial Aid Office is separate from but is subsequent to the process of applying for and being granted admission to the Japanese School.

The Japanese School celebrated the 75th anniversary of the Language Schools with a concert of traditional Japanese music.

Scholarships

Several endowed and named scholarships at Middlebury College honor friends, faculty or students of the Language Schools.

The Lois Behrman Watson '51 Scholarship Fund was established in 1987 to provide financial aid to Language School teachers who are attending the French, Russian, Japanese or Chinese School on the Middlebury campus or the French School abroad.

Candidates for financial aid need not apply for a specific scholarship. We will automatically consider all applicants for an award from the appropriate scholarship fund or from the general grant fund.

Fees

A non-refundable fee of $35 must accompany each new student's application. Upon acceptance, all students must pay a $175 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1991 of their decision to cancel their enrollments. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

The Japanese School accepts applicants on a rolling basis from January 1 to March 15. We encourage students to apply early. Only COMPLETED application packets will be considered by the Dean of the School. The Japanese School cannot guarantee to consider applications received after March 15. Students may apply for admission for a single summer at any level. Students must be high school graduates by the time the School commences, and in most cases we strongly recommend that they have completed at least one year of college-level study.

The Japanese School grants admission on the basis of academic qualifications and the availability of space. We determine final placement in courses by student performance on tests administered right before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed appropriate by the School.

Admission is for one summer and for one Language School only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

For more information or an application, contact the Japanese School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753 - 6131
(802) 388-3711, Ext. 5520

Administration and Faculty

Director: MATSUO SOGA. Professor of Japanese, The University of British Columbia. Ph.D., Indiana University.

Dean: NOBUO OGAWA. Associate Professor of Japanese, Middlebury College. Ph.D., University of Pennsylvania.

*Faculty (Professors in Charge)**

MASAYOSHI HIROSE. Associate Professor of Japanese and Director of Japanese Language Program. International Christian University, Tokyo. Ph.D., University of California at Berkeley.

MATSUO SOGA. Professor of Japanese, The University of British Columbia. Ph.D., Indiana University.

Administrative Staff

JANIS GREENE. Secretary.
CHIE NAKAZAWA. Bilingual secretary.

* Other faculty to be appointed.

Course Offerings

JA 101-102 Elementary Japanese Staff

This course covers the basic grammatical structures and vocabulary of modern standard Japanese. It aims at the development of students' oral and writing skills as well as aural and reading comprehension abilities. In order to develop reading and writing skills, *hiragana* is introduced from the very first day of instruction, soon followed by *katakana* and basic *kanji*. By the end of the course, students will have been introduced to more than 150 *kanji*. In order to help develop students' conversational skills, video tape materials selected from *Yan and the Japanese People* and other sources, are used. As developing fluency in speaking is very important, language lab work is required.

Because the course covers one year's worth of material in nine weeks, the program is extremely intensive and students should understand that the class will necessarily move quickly and require a lot of memorization and practice. Daily work outside of the time spent in class is expected to average between four and six hours.

By the end of the session, students should be able to conduct basic conversations in Japanese, write simple compositions and letters, and read short pieces written within the vocabulary and grammatical limitations of first-year Japanese. Students may be able to attain a good command of basic level Japanese and will likely have acquired important socio-cultural information which they can further develop as they go on to the study of intermediate and advanced levels. (4 units)

Required Texts: M. Soga and N. Matsumoto, *Foundations of Japanese Language,* Tokyo, Taishukan. Supplementary materials for reading, writing, and conversations.

Recommended: M. Soga and M. Yusa, *Basic Kanji*, Tokyo, Taishukan. S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar*, Tokyo, The Japan Times. J. Heisig, *Remembering the Kanji*, Tokyo, Japan Publications Trading Company.

JA 199-200 Basic Intermediate Japanese Staff

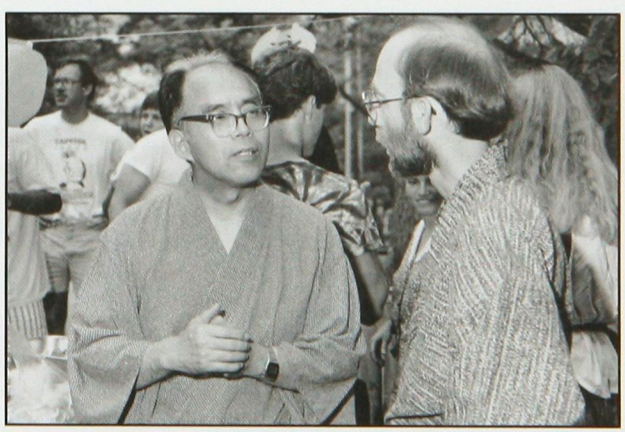
This course is designed for students who have taken one year or more of formal instruction in **both** spoken and written Japanese, but whose level of proficiency or prior learning experience has not prepared them to place into JA 201-202. Students should know the *kana* syllabary well and at least 60-100 *kanji*.

The course begins with an extensive review of the beginning level, with a gradual transition into the intermediate materials toward the end of the first half of the session. Instruction will place equal emphasis on language use and linguistic accuracy for both spoken and written Japanese.

Because review of first-year materials constitutes a major portion of the course work, it is not possible to cover the same amount of material as will be presented in JA 201-202. By the end of the session, however, students at this level may expect to have significantly expanded their knowledge and command of basic and lower intermediate level spoken and written Japanese. (4 units)

Required texts: Mizutani and Mizutani, *An Introduction to Modern Japanese*, Tokyo, the Japan Times, 1977; M. Endo Simon, *Supplementary Grammar Notes to "An Introduction to Modern Japanese,"* Ann Arbor, The University of Michigan Center for Language Studies, 1986. (Additional materials prepared by the teaching staff.)

Recommended: S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar*, Tokyo, The Japan Times, 1986. M. Soga and Y. Yusa, *Basic Kanji*, Tokyo, Taishukan, 1989. Sanseido, *Junior Concise English-Japanese and Japanese-English Dictionary*, Tokyo, Sanseido. F. Sakade, *A Guide to Reading and Writing Japanese*, Rutland, C. E. Tuttle Co., 1961.



JA 201-202 Intermediate Japanese

This course is designed for students who have completed one year of relatively rigorous formal training (or its equivalent) in **both** spoken and written Japanese. It seeks to reinforce students' control of those major grammatical items that appear in introductory texts, and to present more advanced grammatical and vocabulary items. Students will review the basic grammar introduced in first year Japanese through reading, writing, and various aural-oral activities. More advanced grammatical points and vocabulary items will also be introduced to make the transition to advanced Japanese easier and smoother. Students are expected to learn approximately 500 to 700 *kanji* in addition to the 150-250 *kanji* they already control for active production at the beginning of the course. For some *kanji*, reading (i.e., passive recognition) will be emphasized more than writing (i.e., active production) to make the best use of the limited time of the nine-week intensive summer session. Audio and video tapes will reinforce the students' aural ability as well as enable them to learn how Japanese is used in appropriate social contexts.

By the end of the session, we anticipate that most students will have solidified their control of the basic grammar, acquired knowledge of some of the more advanced grammatical points and improved their ability to understand and produce original sentences with relative ease in various situations. (4 units)

Required Texts: Y. Higurashi, *Current Japanese - Intercultural Communication*, Tokyo, Bonjin-sha, 1987. (Other teaching materials prepared by the teaching staff.)

Recommended Texts: The New Crown Japanese English Dictionary (5th ed.), Tokyo, Taishukan Publishing Co., 1987. Nelson, *The Modern Reader's Japanese-English Character Dictionary* (rev.ed.), Rutland, Tuttle Co. S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar*, Tokyo, The Japan Times, 1986. N. McGloin, *A Student's Guide to Japanese Grammar*, Tokyo, Taishukan Publishing Co., 1989.

JA 301-302 Advanced Japanese Hirose and Staff

Students taking *Advanced Japanese* should have had at least two years of rigorous formal language training. In addition to the main textbook, *Integrated Spoken Japanese*, students will use a variety of materials including essays, short stories, a movie script and newspaper articles. Students will gradually learn most of the *joyo kanji*. Emphasis is on reading, yet the other language skill areas will also receive attention. Writing should improve through various exercises and compositions while speaking ability will be enhanced through oral drills and conversation. Course materials are designed to foster an appreciation of the socio-cultural background of contemporary Japan. A Japanese made-for-TV movie will provide additional aural-oral practice.

By the end of the session, students' reading ability should enable them to handle modern Japanese materials with the help of the dictionary. They should also be able to carry on daily conversation with relative ease. (4 units)

Required texts: A course in Modern Japanese, Vol.3 & 4, University of Nagoya Press. Other materials available at Middlebury.

Recommended: K. Masuda, ed., *Kenkyusha's New Japanese-English Dictionary*, Tokyo, Kenkyusha. A.N. Nelson, *The Modern Reader's Japanese-English Character Dictionary* (rev. ed.), Rutland, Tuttle. A. Miura, *Japanese Words and their Uses*, Rutland, Tuttle.

JA 401-402 Advanced Speaking and Reading
Soga and Staff

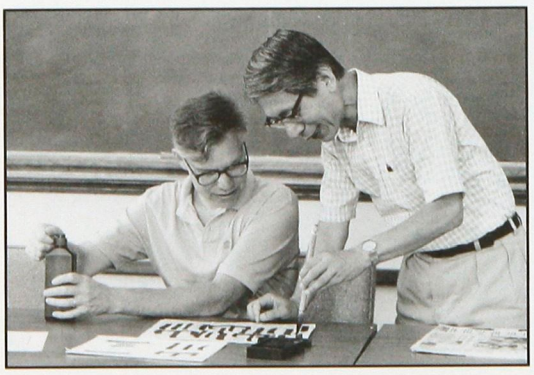
This course is designed for graduate and undergraduate students with advanced skills in spoken and written Japanese. The prerequisite is at least three or more years of rigorous formal study in modern Japanese.

Instruction takes a multi-skilled approach with focus upon reading various authentic materials such as social science reading materials, newspapers, novels, essays, etc. Extensive use of video and audio tapes will aid in improving aural-oral skills. This course will be conducted entirely in Japanese and so it requires a high level of proficiency in all four language skills. In particular, however, the course will emphasize advances in writing ability. Students will produce four or five pragmatic writings which will be corrected and explicated in individual diagnostic sessions. Students will also be encouraged to help those at lower levels of study.

By the end of the session, students should have greater fluency in daily conversation and enhanced ability to express their views on various subjects. Students will also be urged to do as much collateral reading as possible in Japanese newspapers and magazines. Daily work outside the classroom requires an average of four to six hours. (4 units)

Required texts: Itasaka, Makino and Yamashita, *Modern Japanese: An Advanced Reader*, Tokyo, Kodansha International, 1974. Other reading materials will be prepared by the teaching staff.

Recommended: I. Shimmura, *Koojien* (rev. ed.), Tokyo, Iwanami, 1967. K. Masuda, *Kenkyusha's New Japanese-English Dictionary*, Tokyo, Kenkyusha, 1974.



MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

TIMOTHY LIGHT
President of Middlebury College
Ph.D., Cornell

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale

JOHN BERNINGHAUSEN
Acting Director of the Language Schools, 1990-91
Professor of Chinese
Ph.D., Stanford

Middlebury College Language Schools
Arabic
Chinese
French
German
Italian
Japanese
Russian
Spanish

Schools Abroad
Florence
Madrid
Mainz
Moscow
Paris

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation, and Section 504 of the Rehabilitation Act of 1973. In so doing Middlebury College does not discriminate against any individual on the basis of race, color, sex, religion, ethnic origin or handicap in any of its programs or activities. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The Japanese School
Middlebury, VT 05753 - 6131

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Middlebury College

معهد اللغة العربية

Middlebury College

Summer 1991

The School of Arabic

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5512

Summer 1991

Nine Week Session
June 14 - August 16
Total Fees - $4,675
(Tuition - $3,080; Board - $1,130; Room - $465)

Six Week Session
July 4 - August 16
Total Fees - $3,465
(Tuition - $2,310; Board - $820; Room - $335)

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Letter From the Director

Ahlan wa sahlan wa marḥaban!

It gives me great pleasure to write this opening letter to tell you about our program. As the new director of the School, I feel both privileged and challenged, privileged to be associated with an institution that has established an excellent reputation in the field of Arabic and challenged to continue the success which the School has enjoyed during the past nine years under the directorship of Dr. Peter Abboud.

Since its inception in 1982, the School of Arabic at Middlebury College has had a tremendous impact on the field of teaching Arabic in the United States. Middlebury has played a key role in emphasizing the teaching of oral skills and in the development of instructional materials that reflect the latest trends in foreign language pedagogy. Since 1982, the school has attracted over 400 students from the U.S. and abroad. The success of the school is due in large part to the dedication and hard work of its former director, Dr. Peter Abboud, and the school's outstanding faculty and student body.

The School combines rigorous coursework with a total immersion environment. Students are involved with the language in every aspect of their daily lives, from classwork to meal time. Teachers and students are both housed in college dormitories where many of the activities of the School take place. This facilitates frequent interaction among students and faculty. The program is challenging and requires total commitment from students and faculty, a great deal of personal flexibility, and the ability to adapt to a group lifestyle. It also requires a very positive attitude and a good sense of humor on the part of everyone (including the administration, of course). Despite the rigorous nature of the program, however, at the end of the summer most students feel a very strong sense of achievement.

I myself have enjoyed the Middlebury experience a number of times as a faculty member. As director, I hope to help the School continue its success. I look forward to another challenging, yet enjoyable summer at Middlebury and to working with those of you who decide to become part of our Middlebury experience.

Mahmoud Al-Batal
Director

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of languages from beginning to graduate levels. The French and Spanish Schools opened in 1916 and 1917, the Italian School in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. In 1949, Middlebury initiated its schools in Europe with the first session of the Middlebury College School in France in cooperation with the University of Paris. In 1951 a similar program in Madrid opened, after which Middlebury established schools in Mainz (1959), Florence (1960), and Moscow (1977). Each of the schools abroad offers both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

The Language Schools are dedicated to the premise that without real competence in the language there can be no true cultural understanding, and that to be effective, language teaching must provide meaningful insight into the foreign culture. All instruction is intensive and all courses are taught in the foreign language. A "total immersion" experience in dormitories, at meals, and through extra-curricular activities enhances student proficiency. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music, and theater are an integral part of the program.

The Language Schools offer programs to answer the needs of various audiences:

- *Those who wish to earn an advanced degree in a foreign language or in a combination of a foreign language and English;*
- *Undergraduate and graduate students who wish to enrich their program of studies at Middlebury or abroad and transfer the credits to their home institutions;*
- *Students, teachers and other professionals who wish to improve or refresh their foreign language skills or acquire proficiency in a new language necessary for their careers;*
- *Teachers who wish to apply new technologies and methodologies in their foreign language classes.*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College is thus in fact an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students make a formal commitment to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of one's commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections including the Nolfi Curriculum Collection, and the Music Library with over 10,000 recordings. The Freeman Language Laboratory has individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

The School of Arabic has its own computer lab facilities, with IBM-XT PC's, where Computer Assisted Instruction is used to teach the writing and sound systems, vocabulary, and reading comprehension. In addition, the school has its own language lab with a selection of tapes for pronunciation and homework drills, as well as an in-house library. In addition to housing books in literature, history, etc., and various journals and magazines, this library has an extensive collection of authentic audio and video tapes of television and radio broadcasts, speeches, and films from the Arab world.

Curriculum

The Middlebury Language Schools offer beginning, intermediate and advanced courses in the nine-week and six-week summer sessions of the School of Arabic. The intensive language curriculum (courses 100-499) is generally considered equivalent to approximately one year of study.

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous study of the language.

Intensive language programs in Chinese, French, German, Italian, Japanese, Russian and Spanish; graduate programs and opportunities for study abroad in French, German, Italian, Russian and Spanish are described in the bulletins of the respective schools.

Academic Policies

Credit

The Middlebury Language Schools define credit in terms of *units*. One unit equals three semester hours.

The nine-week program in Arabic carries a total of four units (twelve semester hours) of credit; the six-week program in Arabic carries a total of three units (nine semester hours) of credit.

Transfer Credits

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits it will grant for the summer's work at Middlebury.

Auditing

Auditing is not permitted in the intensive language curriculum, nor may students in those courses audit courses in other schools.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students enrolled in the summer sessions. Aid for the summer session is in the form of grant and/or work. (Loans may also be available to Middlebury College undergraduates enrolled in the summer session.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you should also complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited, so you should send a COMPLETE application to the Office of Financial Aid as soon as possible after January 1 to insure the best possible chance of receiving aid. A complete application includes all relevant documents listed on the checklist on the first page of the Language Schools Financial Aid application. We will begin reviewing your application for completeness upon receipt of the first document you send. We will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

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Scholarships

Several endowed and named scholarships at Middlebury College honor friends, faculty or students of the Language Schools.

Candidates for financial aid need not apply for a specific scholarship. We will automatically consider all applicants for an award from the appropriate scholarship fund or from the general grant fund.

Stipends for Advanced Upper Level Arabic

Thanks to the generosity of the Andrew W. Mellon Foundation, up to four stipends covering full tuition are available for students enrolled at the Advanced Upper Level, with awards to be made beginning the first week of April. An application for financial aid is not necessary in order to be considered for a stipend. However, it is likely that the number of qualified students will exceed the number of stipends. Therefore, students may also wish to apply for financial aid. Application for financial aid is also necessary if one wishes to be considered for aid beyond the cost of tuition.

Fees

A non-refundable fee of $35 must accompany each new student's application. Within thirty days of acceptance, all students must pay a $175 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school. Students may obtain a full refund of the deposit by notifying the school in writing by May 1 that they have decided to cancel their enrollment. We determine all other refunds according to the schedule included in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Applicants to the School of Arabic are accepted on a rolling basis beginning in March, and the school is usually full by late April; early application is therefore recommended. Students at the summer session must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study.

The Language Schools grant admission on the basis of academic qualifications and the availability of space. We determine final placement in courses by student performance on tests administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed appropriate by the school.

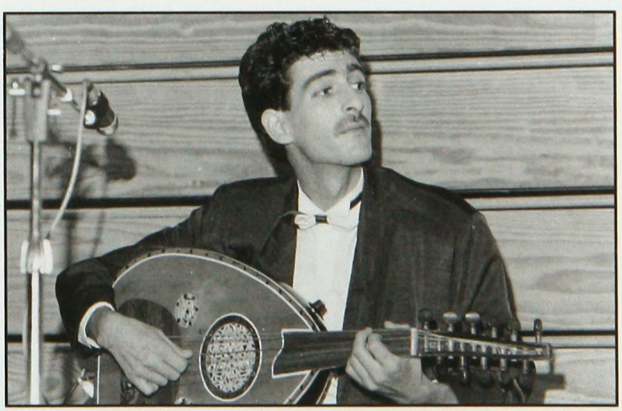
Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

Graduate Internships

Thanks to a grant from the Mellon Foundation, The School of Arabic will offer two paid graduate internships in the summer of 1991. The graduate interns will have a chance to audit classes, observe the school's faculty in operation, and help in grading and material selection. In addition, they may be expected to tutor beginning-level students.

Eligible candidates must have served as teaching assistants at their home institutions or have career interests in the teaching of Arabic. Candidates must also possess advanced language proficiency.

The school will provide interns with full room and board and a stipend of $750 for the nine-week summer session. Interns will be expected to cover their own travel expenses to and from Middlebury College. For further information about these internships, please write to the school of Arabic at Middlebury College.



The School of Arabic

The Middlebury College School of Arabic began in 1982 with elementary and intermediate levels of instruction. In 1983 an advanced course was added. In 1984 the second-year course was separated into two levels to allow for accelerated learning at a more advanced level for students who bring with them a higher level of aptitude and proficiency. In the summer of 1989, a fifth level for very advanced students was added.

Both graduate and undergraduate students from many renowned institutions of higher education as well as professionals from various fields make up the student body of the School of Arabic. Faculty, native and near-native speakers of Arabic, represent major universities in the U.S. and the Arab world. The main emphasis of the school is the teaching of Modern Standard Arabic (*al-Fusha*), used throughout the Arab world. Beginning with the summer of 1991, however, a new colloquial element will be added to our speaking classes, particularly in contexts dealing with daily-life situations. Beginning and low-intermediate students will be exposed to a selection of common phrases and expressions used in every-day life. High intermediate and advanced students will be able to take an optional Egyptian Colloquial Arabic class in addition to their regular Modern Standard Arabic classes. The addition of colloquial Arabic to the school's curriculum has been made in response to the growing need to make students more native-like in their oral proficiency. The choice of the Egyptian dialect is based on the fact that it is the language of about 55 million Egyptians, who constitute one-third of the Arab world, and that it is the dialect most widely understood by Arabs throughout the Arab world, due to the influence of Egyptian television and films.

Students live in an environment in which Arabic is used exclusively. This extensive exposure to the language gives students the opportunity to become totally immersed in Arabic. In addition to formal language training in the classroom, the school organizes a series of films, lectures and cultural events in Arabic. These events introduce the rich cultural, artistic, and religious life of the Arab world today and the extensive Arab heritage in many fields. Lecture topics have included Arab Musicology, the Role of Women in Contemporary Arab Society, Islamic Resurgence, Western Influence on Modern Arabic Literature, and the Image of the Arab in the American Media. School activities also include picnics, soccer games, and clubs based on the special interests of the students (dance, theater, poetry, music, politics, etc.).

The school emphasizes reading, listening, speaking, and writing skills, all of which are practiced daily. It uses a communicative and functional approach to the study of Arabic rather than mere cognition of the language and its grammar. An exceptionally wide-ranging collection of authentic listening, speaking, and reading materials, completed in August, 1990 with assistance from the U.S. Department of Education, aids in the students' acquisition of the four skills.

The material covered and the level of proficiency achieved in one summer at the Middlebury School of Arabic is generally considered equivalent to one academic year's work at most other institutions. Student progress is evaluated through the administration of the American Association of Teachers of Arabic (AATA) Language Proficiency Test at the beginning and end of each session, and by an oral proficiency test administered by certified testers. These instruments document levels of proficiency normally achieved in three or four semesters of study.

Computer-assisted instruction is an integral part of the program at the beginning and intermediate levels. It is used to practice the writing and sound systems, vocabulary, and reading comprehension. In addition to its own computer facilities, the school has a language lab with a selection of tapes for work on all skills and an in-house library which students may use for outside reading and class research. In addition to housing books, journals, and magazines on a variety of topics, the library has a collection of authentic audio and video tapes from the media in many parts of the Arab World.

Administrators and Staff

Director: MAHMOUD AL-BATAL. Assistant Professor of Arabic, Emory University. Ph.D., M.A., University of Michigan.

Dean: THOMAS HUBER. Professor of German, Middlebury College. Ph.D., Princeton University.

Secretary: INGRID PIXLEY

Bilingual Secretary: Mayada Zoghbi. B.A., University of Minnesota.

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DEVIN STEWART. Assistant Professor, Emory University. Ph.D. (1991), University of Pennsylvania. B.A., Princeton University.

ZEINAB TAHA. Senior Teacher, Arabic Language Institute, American University in Cairo. M.A., American University in Cairo.

ABBAS EL-TONSI. Senior Teacher, Arabic Language Institute, American University in Cairo. M.A., Cairo University.

**Additional faculty will be appointed later.*

Program of Studies

101-102 Beginning Arabic
The beginning level is designed for students with no prior knowledge of Arabic or with a very limited background in the language. Daily coursework combines the use of a textbook with the use of authentic materials on a variety of topics for reading and listening comprehension. By the end of the course, students are expected to (1) have a mastery of writing and sound systems of Arabic, (2) be able to understand and use basic grammatical structures, (3) have active use of about 800 vocabulary words, (4) comprehend short reading passages, (5) understand sentence-length utterances in a limited number of content areas, and (6) handle a limited number of interactive, task-oriented social situations.

There are five hours of classroom instruction per day in addition to work in the language and computer labs and written assignments. Students should expect to spend between five and six hours per day on assignments and study outside of class. From the outset the medium of instruction is Arabic, except for occasional grammatical explanations. (4 units)

Required Texts: Abboud et al., *Elementary Modern Standard Arabic, Part I,* Cambridge University Press, 1983; supplementary course materials available at the Middlebury College Store.

Dictionary: Hans Wehr, *Dictionary of Modern Written Arabic.*

201-202 Intermediate Arabic
The regular intermediate level begins with a thorough review of basic Arabic grammar and vocabulary in order to bring students to a common working level. Objectives at this level are the mastery of the basic grammar, including more complex structures not covered in the beginning course; acquisition and expansion of vocabulary (1500-1700 words), and the development of skills in reading, writing, listening, and speaking. These objectives are achieved through class discussion and intensive study of authentic written texts, and through intensive oral/aural practice using authentic audio, and video materials. There are five hours of classroom instruction per day. Students are also expected to spend five to six hours on assignments and study outside of class. (4 units)

Required Texts: Abboud et al., *Elementary Modern Standard Arabic, Parts I and II,* Cambridge University Press, 1983; *Modern Standard Arabic, Intermediate Level,* Revised Version, Lessons 1-10; supplementary course materials available at the Middlebury College Store.

Dictionary: Hans Wehr, *Dictionary of Modern Written Arabic.*

299-300 Advanced Intermediate Arabic
This course is designed to allow for accelerated learning for intermediate students who bring with them a higher aptitude, a greater capacity to assimilate new material, and a more solid background in Arabic than students in 201-202.

The general objectives are similar to those described for 201-202; however, students at this level move more rapidly, handle more advanced and complex materials in addition to the lessons included in the texts below, and achieve higher levels of proficiency in all skills: reading, writing, speaking, and listening.

Classes meet for five hours per day. In addition, work outside of class requires an average of five to six hours a day. (4 units)

Required Texts: Abboud et al., *Elementary Modern Standard Arabic, Part II,* Cambridge University Press, 1983; *Modern Standard Arabic, Intermediate Level,* Revised Version, Lessons 1-20; supplementary course materials available at the Middlebury College Store.

Dictionary: Hans Wehr, *Dictionary of Modern Written Arabic.*

301-302 Advanced Arabic
Students accepted at this level are expected to have mastered basic grammar and word mechanics and possess a minimum vocabulary of 1500 words in Modern Standard Arabic. The course is designed to have students attain advanced proficiency in the skills of reading and listening comprehension, writing, and speaking. After an initial review period, reading and listening activities for the course deal exclusively with authentic materials on various contemporary topics in language, literature, and the social sciences. Through outside projects, class presentations, lectures, book reports, and extensive use of authentic written materials and audio-visual programs, students develop advanced skills in reading, writing, speaking, and listening.

Classes meet four to five hours per day, and students should expect to spend five to six hours outside class on assignments and preparation. (4 units)

Required Texts: Abboud et. al., *Modern Standard Arabic, Intermediate Level*, Revised Version, Lessons 11-20. supplementary course materials available at the Middlebury College Store.

Dictionary: Hans Wehr, *Dictionary of Modern Written Arabic.*

401-402 Advanced Upper Level Arabic
The fifth level is designed for students with considerable background in Arabic. This level gives students the opportunity to further enhance their overall proficiency in the language. Special emphasis at this level is placed on understanding the nuances of the language and the use of idiomatic expressions and rhetorical devices. Coursework at this level includes extensive reading of advanced texts and the writing of an extended essay. Students can expect to be able to read, write, and discuss a wide variety of complex academic and intellectual subjects with a high degree of language proficiency by the end of the session.Classes meet four hours per day. Three to three and a half hours are spent in class per day. Outside preparation will take at least an additional five to six hours per day. (3 units)

Material will be available in coursepack form at the Middlebury College Store.

Dictionary: Hans Wehr, *Dictionary of Modern Written Arabic.*

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

TIMOTHY LIGHT
President of Middlebury College
Ph.D., Cornell

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale

JOHN BERNINGHAUSEN
Acting Director of the Language School, 1990-91
Professor of Chinese
Ph.D., Stanford

Middlebury College Language Schools
Arabic
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French
German
Italian
Japanese
Russian
Spanish

Schools Abroad
Florence
Madrid
Mainz
Moscow
Paris

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation, and Section 504 of the Rehabilitation Act of 1973. In so doing Middlebury College does not discriminate against any individual on the basis of race, color, sex, religion, ethnic origin or handicap in any of its programs or activities. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The School of Arabic
Middlebury, VT 05753 - 6131

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